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ABSTRACT

The sixth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on authority and responsibility and is presented in two separate documents. Like Volume One (EM 010 420), it is a self-instructional syndactic and linear text with information and quizzes. EM 010 432 is the first document of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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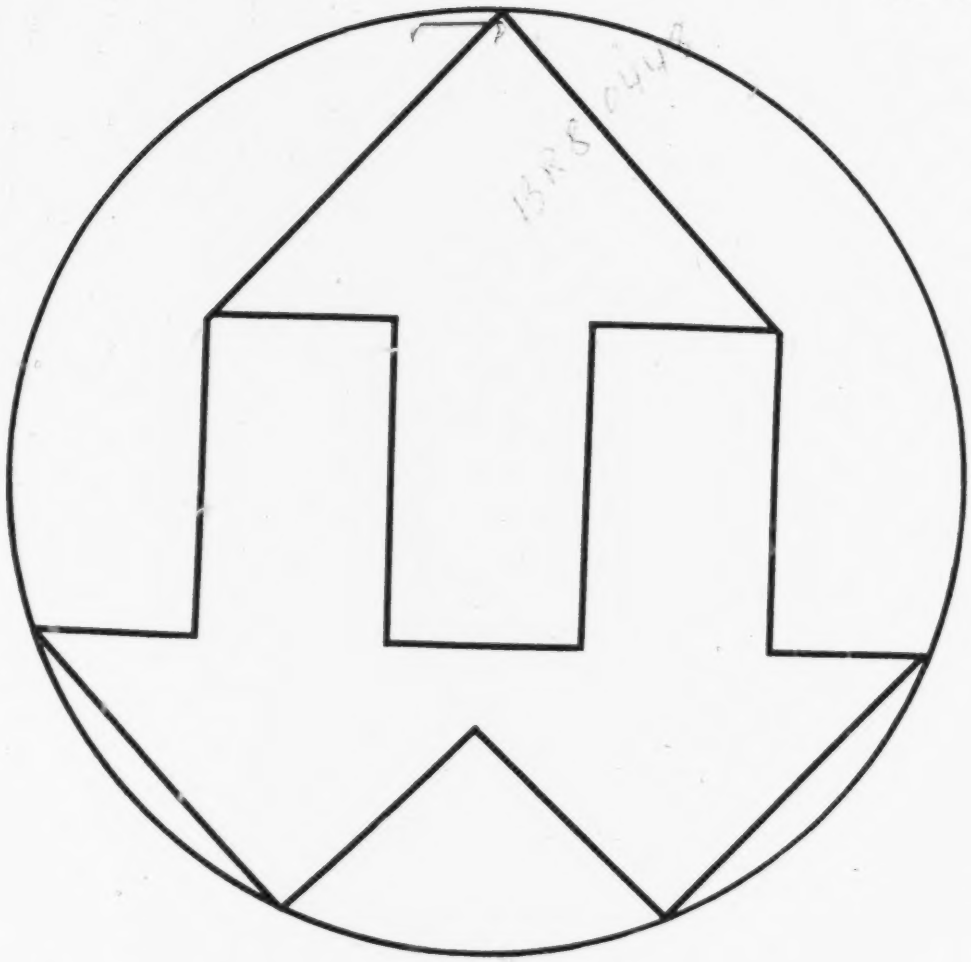

# Introduction To Psychology And Leadership

## Volume VI-B

### Authority And Responsibility

EM 010 433

ED 071291

United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART SIX

## AUTHORITY AND RESPONSIBILITY

Segments III & IV

Volume VI-B

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WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

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United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART SIX

## AUTHORITY AND RESPONSIBILITY

### Segment III

### Delegation of Authority/Line-Staff Relationship

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

*"For I am a man under authority, having soldiers under me: and I say to this man, Go, and he goeth; to another, Come, and he cometh; and to my servant, Do this, and he doeth it."*

*Matthew 8:9*

Delegation of authority was first conceived when tribal leaders, dating back at least to Biblical time, eased their functional and administrative tasks by assigning some duties to subordinates with commensurate authority to fulfill them. This segment details the options and implications that allow contemporary organizations to delegate authority as needs demand. If some distinctions seem too theoretically subtle, their actual impact on practical organizational operations is significant.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SIX
SEGMENT III

# DELEGATION OF AUTHORITY/LINE-STAFF RELATIONSHIP

Summary 1

## The Concept of Delegation

The phrase delegation of authority has more than one definition.

Two of these are:

1) To invest someone with formal authority to act for another

2) To confer authority from one executive to another to accomplish particular assignments

## Concept of Delegation

Delegation is a process. It involves the assignment of tasks, the granting of authority to accomplish these tasks, and the exaction of responsibility for their accomplishment. Delegation enables a junior officer to do two things which are inherent in any managerial position.

They are:

1) To plan the unit's activities

2) To direct the work of subordinate personnel

Though the subordinate receives authority from his superior, the superior retains all of his original authority (and his responsibility), and can always reclaim delegated authority, in case he has to set straight any activities which have gone astray.

Importance of Delegation

Delegation of authority is important for several reasons.

1) It relieves the leader of routine, time-consuming work.

2) It develops a sense of responsibility among subordinates.

3) It provides organization depth, when required.

A corollary benefit of delegation of authority is that it improves morale by enhancing the role of the subordinate.

The Chain of Command

Keep in mind that, theoretically, all authority in the military establishment resides in the Commander in Chief. When he delegates some of his authority to his subordinates, and they successively delegate it to lower echelon subordinates, we say that the chain of command has been established. The chain of command typifies the scalar principle, in that there is an uninterrupted delegation of authority through successive echelons, from the highest to the lowest.

The chain of command should be clearly understood and closely adhered to by every subordinate. Otherwise, there is a risk of undermining authority.

Deviation From the Chain of Command

The following extract from U. S. Navy Regulations 1320.2 deals with deviation from the chain of command.

> If an officer receives an order which annuls, suspends or modifies one received from another superior or one contrary to instructions or orders from the Secretary of the Navy, he shall exhibit his first orders, unless he has been instructed not to do so, and represent the facts in writing to the superior from whom the last order was received. If, after such representation, the latter shall insist upon the execution of his order, it shall be obeyed, and the officer receiving and executing it shall report the circumstances to the superior from whom he received the original order.

Should it be necessary to deviate from the chain of command, as often happens in case of emergency, the Navy regulation quoted above offers a useful guide.

---

This is the end of Summary 1. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 1

The Concept of Delegation

Answer the following questions as indicated in your Student Guide.

---

1. Which statement correctly relates delegation and the chain of command?

   a. The concept of delegation also includes the concept of the chain of command.

   b. Authority and responsibility reside in the Commander in Chief who delegates his responsibility and thereby establishes the chain of command.

   c. The chain of command involves delegation of all of a senior's authority to his subordinates in successive lower echelons.

   d. The chain of command establishes uninterrupted delegation of some authority from highest to lowest echelon in successive steps.

2. Which of the following correctly states a reason why delegation is important to subordinates?

a. Delegation improves the discipline of subordinates.

b. Delegation improves the morale of subordinates.

c. Delegation provides unit cohesiveness, giving subordinates a greater sense of security.

d. All of the above

---

3. Which correctly states an appropriate action of a subordinate when faced with orders from a non-chain of command senior?

a. Inform the non-chain of command senior of his previous orders, but execute the new order if the senior persists.

b. Notify his normal chain of command senior about the circumstances as soon as possible.

c. Both of the above

d. None of the above

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. d
2. b
3. c

---

If all your answers are correct, go to Summary 2 on page 27. If you missed one or more questions go to the next page and go through Programed Sequence 1.

Programed Sequence 1

## The Concept of Delegation

OVERVIEW: In this frame sequence you will learn the definition of delegation, the importance of the chain of command and the scalar principle, and the procedure to follow when confronted with deviation from the chain of command.

---

1 One definition of delegation (of authority) is stated as conferring authority from the executive to another to accomplish particular assignments.

Which of the following statements is a similar definition of delegation?

a. The granting to someone, the formal authority to act for another.

b. The acceptance of a superior's authority by subordinates to legally direct their activities concerning particular operations

c. Both of the above

d. None of the above

2 Read the following statements of delegation of authority.

1) Delegation of authority is the investing of a subordinate with formal authority to act for a senior.

2) Delegation of authority is the conferring of authority from one executive to another to accomplish particular assignments.

How are the above statements of delegation of authority similar?

a. They show how authority is transferred from one individual to another and how it is measured.

b. They show that authority may be transferred from one individual to another and the reason why.

c. Both of the above

d. None of the above

3 The entire process of delegation involves the assignment of tasks, the giving of authority for accomplishing these tasks, and the exaction of responsibility for their accomplishment.

Which illustrates this concept for delegation?

a. "Coxswain, make the officer's landing, wait for the doctor, and return to the ship. Shove off!"

b. "Coxswain, take your orders from the boat officer. Shove off."

c. Both of the above

d. None of the above

---

4 Which of the following explains delegation of authority?

a. Delegation of authority is the investing of a subordinate with formal authority to act for a senior.

b. Delegation of authority is the granting of authority from one executive to another to accomplish specific assignments.

c. Both of the above

d. None of the above

5 Through delegation, a junior officer is given the right to plan the activities of his unit and to direct the work of subordinate personnel.

A midshipman division officer prepares a schedule of "turn to" activities for the morning and training assignments for the afternoon.

This is an example of:

a. Planning activities
b. Directing subordinates
c. Both of the above
d. None of the above

6 If a junior officer is given the right to plan the activities of his unit and to direct the work of subordinate personnel, then it follows that delegation of authority has taken place.

In which example has true delegation of authority taken place?

a. A junior offficer has been given the job of organizing a work party to obtain commissary stores from a provisions ship (AF) at anchor in the harbor. He goes to the XO and says, "Sir, I'll need 10 men for the working party." The XO says, "Very well."

b. A junior officer has been given the job of organizing a working party to obtain commissary stores from a provisions ship (AF) at anchor in the harbor. He goes to the XO and says, "Request permission to have a meeting of the department heads so you can direct them to give me the necessary men to make up the working party."

c. Both of the above

d. None of the above

7 A junior officer says to one of the division petty officers, "Farris, figure out how much paint you need to finish painting those forward compartments, come back to me with the requisition and I'll sign it, then draw the paint and get the job done."

Farris says, "Aye, aye, sir," and leaves.

Two days later Farris hasn't completed the job. The officer verbally reprimands him, relieves him of his duty, and assigns another petty officer to the task.

Which correctly states the important concept of delegation illustrated above?

a. The subordinate receives authority from his senior, and the senior can punish the subordinate if the authority is not carried out well.

b. The subordinate receives authority from his senior, but the senior retains all of his original authority and can reclaim delegated authority.

c. Both of the above

d. None of the above

8 Which statement correctly uses the following terms: tasks, authority, responsibility, delegate, assign, and exact?

a. Tasks are assigned, and then delegation of authority and responsibility to exact their accomplishment follows.

b. Responsibility for exacting accomplishment of tasks is assigned, and then delegation of authority follows.

c. The process of delegation involves the assignment of tasks, the giving of authority for accomplishment, and the exaction of responsibility for accomplishment.

d. The process of delegation of authority involves the assignment of tasks, but not necessarily the exaction of responsibility; this rests with the delegator.

---

9 Which of the following is correct?

a. Authority is delegated by transferring to another individual the responsibility to get a job done, and then taking it back if he shows signs of weakness.

b. Even after authority is delegated, the senior retains all of his original authority and can reclaim it.

c. Once authority has been conferred from senior to subordinate, only the subordinate is responsible for the accomplishment of the task at hand.

d. Authority has been truly delegated when the senior assigns the task and then follows up by directing the subordinates.

10 Ultimate authority in the military rests with the Commander in Chief (the President). The delegation of authority from the President down to the operating levels in the military was visibly demonstrated over national television during the recovery of Apollo 11. President Nixon was aboard the recovery ship U.S.S. Hornet. The Commanding Officer of the U.S.S. Hornet had been delegated authority from his superiors to position his ship to facilitate the recovery. Obviously, the Commanding Officer of the U.S.S. Hornet does not report directly to President Nixon, but there must exist a chain of command from the President down through the various echelons to the Commanding Officer of the U.S.S. Hornet. Authority from the President is delegated downward through these echelons (to accomplish particular assignments), thus conforming to the chain of command.

Which statement correctly describes the relationship between delegation and the chain of command?

a. Delegation of authority is possible only after the chain of command is established.

b. Without delegation of authority, there is no need for the chain of command.

c. The chain of command is characterized through the process of delegation.

d. Delegation of authority and the chain of command are really one and the same concept.

11 There are many reasons why delegation of authority is important. In the previous example, delegation of authority was important because it relieved the leader (Commander in Chief) of routine, time-consuming work he could not attend to personally. Delegation of authority can also provide organization depth, when required.

The authority of the Command Duty Officer lies between that of the Commanding Officer and the Officer-Of-The-Deck. The officers who assume duties as Command Duty Officers are relatively senior. The Command Duty Officer obtains experience in exercising command functions, and this helps to train him for becoming an Executive Officer.

Which correctly states a reason why delegation is important in the example above?

a. Provides organization depth

b. Relieves the Commanding Officer of routine, time-consuming work

c. Both of the above

d. None of the above

12 Which of the following statements is a definition of delegation?

a. Delegation is the process of following a chain of command.

b. Delegation is the process of investing formal authority to act in another individual.

c. Delegation is an automatic transfer of authority from one level to a lower level.

d. Delegation is a formal expression for getting someone else to do your job.

---

13 Delegation of authority is also important to subordinates.

SN Webster was designated as a leading seaman and placed in charge of the paint locker. ENS Jones, the assistant division officer, hoped that he (Webster) could shape up the two men who were also assigned there, eliminate complaints about the operation of the paint locker, give SN Webster an opportunity to exercise some authority by virtue of increased responsibility, and eliminate wastage of paint.

Which correctly states a reason why delegation is important to subordinates (SN Webster in this case)?

a. Delegation reduces the responsibility of the senior.

b. Delegation improves morale by enhancing the role of subordinates.

c. Both of the above

d. None of the above

14 Which correctly states why ENS Jones delegated authority to SN Webster? (Recall previous example.)

a. Relieved the leader of routine details

b. Developed a sense of responsibility in a subordinate

c. Both of the above

d. None of the above

---

15 Again, looking back at Frame 13, assume that the division officer was also short a third class boatswain's mate. In this case, which correctly states why the division officer delegated authority?

a. Couldn't attend to the work personally.

b. Provided organization depth

c. Both of the above

d. None of the above

16 As previously mentioned, theoretically, all authority in the military establishment is lodged with the Commander in Chief who delegates to his subordinates down the line, thus characterizing the chain of command. The scalar principle is a way of explaining the chain of command.

Which correctly states the scalar principle?

a. There must be a chain of direct authority relationships from superior to subordinate throughout the entire organization.

b. There must exist frequent delegation of authority scaled to the organization to effectively accomplish objectives.

c. Both of the above

d. None of the above

---

17 From which of the following statements can you infer the scalar principle?

a. There must be a clear line from the ultimate source of authority to the lowest rank in the organization.

b. There must exist a minimum of barriers to delegation of authority down to the lowest rank in the organization.

c. Both of the above

d. None of the above

18 The chain of command must be clearly understood by every subordinate and must be closely adhered to or there can be serious consequences.

An air group commander was not explicit in delineating the chain of command for a multi-group air strike on an enemy force. Thus, when he was shot down, confusion resulted among the remaining air group commanders and their respective squadron commanders and several officers attempted to take charge and coordinate the attack.

Which correctly states the consequences of a poorly defined chain of command?

a. The scalar principle, which is supportive of the chain of command, will take effect to remedy the situation.

b. The risk exists of undermining authority and creating confusion.

c. Both of the above

d. None of the above

12. Whenever a senior deviates from the normal chain of command, he should inform the subordinate that he is overriding the normal chain of command, issue his order(s) and notify the senior normally in the chain of command concerning his action as soon as possible.

Which correctly illustrates this procedure?

a. The ship's postal clerk, who works out of the ship's office, following established procedures and orders, requests permission to leave the ship to deliver mail to the post office. The OOD denies permission, telling the postal clerk to stand by while he checks with the ship's office to see if the postal clerk is supposed to go ashore.

b. The ship's postal clerk, who works out of the ship's office, following established procedures and orders, requests permission to leave the ship to deliver mail to the post office. The OOD denies permission, telling the postal clerk to go to the air department office to pick up a letter that must leave the ship on the mail run. The OOD calls the XO and reports that the postal clerk will be late leaving the ship.

c. Both of the above

d. None of the above

EXTRACT FROM U.S. NAVY REGULATIONS

"1320.2 If an officer receives an order which annuls, suspends, or modifies one received from another superior or one contrary to instructions or orders from the Secretary of the Navy, he shall exhibit his first orders, unless he has been instructed not to do so, and represent the facts in writing to the superior from whom the last order was received. If, after such representation, the latter shall insist upon the execution of his order, it shall be obeyed, and the officer receiving and executing it shall report the circumstances to the superior from whom he received the original order."

Figure 1. Deviation From Chain of Command

20 Subordinates also have a certain duty whenever there is a deviation in the chain of command. See Figure 1 on the previous page, and then read the following example.

MIDN Smith was the boat officer of one of the liberty launches of a carrier. His orders from the OOD were to make the fleet landing, pick up members of the crew returning from liberty, and to return to the ship in accordance with the boat schedule. CDR Quarles, the Chief Engineer of the carrier, had just missed an officer's boat returning to the ship and was quite impatient to return aboard. Therefore, he boarded MIDN Smith's launch and told him to shove off immediately. When Smith informed the commander that he could not leave for 30 minutes, the commander became quite impatient. He ordered Smith to shove off immediately, adding "I'll square it away with the OOD and the Navigator, Mister Smith; you just carry out my orders."

Which of the following correctly states the action the midshipman boat officer should take?

a. Obey the new order without question.

b. Apprise the senior of his previous orders, obey the senior if he persists, and then inform his own chain of command senior (the OOD) of the circumstances.

c. Insist on getting approval from his own chain of command senior (the OOD) to obey the order.

d. Refuse to obey the order unless it is put in writing.

21 Which correctly states the concept of delegation of authority from the leader's point of view?

a. Delegation involves both the act of granting authority by a senior and his act of assigning responsibility.

b. Delegation involves both the receipt of authority by a subordinate and the receipt of his responsibility.

c. Delegation involves both the act of granting authority by a senior and the inherent right to reclaim such authority.

d. Delegation involves both the subordinate (who receives authority) and the senior (who delegates the authority).

---

22 Which correctly states a reason why delegation is important to subordinates?

a. The more authority is delegated to him as a subordinate, the sooner his level of competence shows up.

b. Delegation provides subordinates with a stronger sense of security in that they are needed to do the job; thus, discipline is improved.

c. Both of the above

d. None of the above

---

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

The Concept of Delegation

Answer the following questions as indicated in your Student Guide.

---

1. Which correctly states an appropriate action of a subordinate when faced with orders from a non-chain of command senior?

   a. Notify his normal chain of command senior about the circumstances as soon as possible.

   b. Inform the non-chain of command senior of his previous orders, but execute the new order if the senior persists.

   c. Both of the above

   d. None of the above

---

2. Which statement correctly relates delegation and the chain of command?

   a. The concept of delegation also includes the concept of the chain of command.

   b. Authority and responsibility reside in the Commander in Chief who delegates his responsibility and thereby establishes the chain of command.

   c. The chain of command establishes uninterrupted delegation of some authority from highest to lowest echelon in successive steps.

   d. The chain of command involves delegation of all of a senior's authority to his subordinates in successive lower echelons.

3. Which of the following correctly states a reason why delegation is important to subordinates?

a. Delegation improves the morale of subordinates.

b. Delegation provides unit cohesiveness, giving subordinates a greater sense of security.

c. Delegation improves the discipline of subordinates.

d. All of the above

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. c
2. c
3. a

---

Now, go to Summary 2 on the next page.

Summary 2

## The Process of Delegation

When assigning duties, the leader should decide how to best divide the work among his subordinates. He should also examine his own functions and duties to determine which of them can be assigned to others. Some duties, e.g., routine administrative tasks, are so routine that the leader would do best to assign them to a subordinate. There are other functions which should be delegated only to subordinates possessing the necessary skills to perform them effectively, e.g., technical inspection of specialist activities. In addition, there are functions or duties which the leader cannot delegate and must perform himself, e.g., the CO of the ship can never delegate authority for non-judicial punishment. As you can see, the delegation of a specific duty to a subordinate often depends on the leader's general attitude and the subordinates he has available.

## Principles of Delegation

Here is a list of principles which should aid you, as a future officer, in the delegation of authority.

1) Delegation of authority is essential to the development of effective leaders and military organizations.

2) Decisions should be made by the individual who is as close as possible to the action.

3) Authority must be commensurate with responsibility.

4) Delegation should be made in clear, concise terms.

Determinants of Degree of Delegation of Authority

Some determinants of the degree of delegation are the atmosphere of the organization and the nature of the duties, e.g., a decision to launch a missile remains at the highest level, whereas a decision to search a vessel off the coast of a combat zone is delegated to a lower echelon.

The nature of the delegator and the delegatee(s) also determines the degree of delegation of authority. Some executives feel that only less important decisions can be made by subordinates. Some subordinates who share this opinion may be hesitant to seek and/or accept delegated authority and the resultant responsibility exacted from them in crucial matters. The relationship between subordinate and delegator will vary greatly depending upon the particular personalities involved in the relationship at the time delegation could or should occur.

It should be evident that the training and experience of both the senior and the subordinate affect decisions regarding the degree of delegation. As skill and knowledge on both sides increase, we would expect increasing delegation of authority for an increasing range of activities.

Finally, the length of time the senior member has been with the organization bears directly on the matter of delegating authority. Until the senior has been with the unit long enough to make some judgment regarding the capabilities of his subordinates, he would, rightly so, be somewhat restrictive and selective in deciding what authority to delegate and to whom.

The foregoing discussion of delegation points to certain factors that might hinder that process which we can categorize as barriers to delegation:

1) Time schedule and importance of tasks may limit delegation.

2) A senior who would like to delegate authority may be constrained by a higher echelon policy against it.

3) A senior may, for his ego's sake, retain authority and have subordinates come to him for decisions.

4) A delegator may lack security about his status and fear a subordinate's encroachment.

A delegator or delegatee has several recourses to help him overcome any of these barriers. The first step is to recognize that a barrier exists and to correctly identify it. If the barrier concerns the subordinate, action should be taken to train him. Perhaps this can be done by delegating at first some, then more authority to the subordinate, to build his self-confidence.

The senior himself can, by his positive attitude and effort to train, motivate the subordinate. A harsher method is to replace the subordinate; however, this only shunts the problem onto someone else's shoulders.

If the barrier to delegation concerns the senior and is possibly psychological in nature, it is unlikely to be recognized unless, perhaps, by a higher echelon senior who could take action to correct it.

The leader, in delegating authority to subordinates, must recognize the risk taken in that the subordinates may make mistakes. The leader must be prepared to accept such a risk.

---

This is the end of Summary 2. Now go to the next page and take the Quiz.

Summary Pre-Quiz 2

The Process of Delegation

Answer the following questions as indicated in your Student Guide.

---

1. Which correctly states a principle governing delegation of military authority?

   a. Authority must be commensurate with responsibility.

   b. The more removed a command is from the point of (legal) authority, the lesser should be the degree of delegation.

   c. The commander should retain authority on operational matters pertaining to a segment of the command.

   d. All of the above

---

2. Which correctly describes a barrier to delegation?

   a. The subordinate lacks security about his own status.

   b. The importance of the task and short time schedules limit delegation

   c. Both of the above

   d. None of the above

3. Which correctly states action the senior should take to overcome barriers to delegation that he recognizes in subordinates?

a. Take action to train subordinates to enable them to function properly

b. Delegate some authority to subordinates to build self-confidence.

c. Both of the above

d. None of the above

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. b
3. c

---

If all your answers are correct, go to Summary 3 on page 47. If you missed one or more questions, go to the next page and go through Programmed Sequence 2.

Programed Sequence 2

## The Process of Delegation

OVERVIEW: In this frame sequence, you will learn about the process of delegation, including principles governing delegation, determinants of the degree of delegation, and barriers to delegation, and how to overcome them.

---

1 When it comes to assigning duties, the good leader decides how the work is to be divided among his subordinates. He examines his own functions and duties to determine which can and which cannot be delegated.

CDR Walker, the Operations Officer of a large naval air station, has many responsibilities. Among them are: (1) to sign all flight clearance forms and (2) to maintain logbooks of Naval Aviators.

To have someone readily available to sign flight clearances, CDR Walker delegates the authority to the operations duty officer. The maintenance of pilot logbooks is assigned to the log yeoman.

What kind of functions or duties can a leader ordinarily delegate?

a. Functions and duties which are routine.

b. Functions and duties which require specific skill may be delegated to a subordinate who has the necessary skill.

c. Both of the above

d. None of the above

2 A leader delegated authority in the past only to discover the delegatees were incapable of carrying out the tasks.

What conclusion can be drawn from this example?

a. In the future this leader will probably delegate functions and duties which require specific skills to subordinates who have the necessary skills.

b. Delegation of authority in the future will probably depend on this leader's general attitude and the subordinates he has available.

c. Both of the above

d. None of the above

---

3 There are certain functions or duties which a leader cannot delegate, even though capable subordinates may be readily available to accept the task.

Which of the following is a duty that cannot be delegated?

a. Inventory of commissary stores

b. Audit of the ship's recreation funds

c. Wardroom Mess control

d. Non-judicial punishment

4 LTJG Smith, as the Squadron Education and Training Officer, is responsible for the following:

1) Maintain lists of available training publications and USAFI correspondence courses.

2) Submit required reports on educational programs.

3) Maintain a stock of appropriate training courses and references.

Which functions or duties should LTJG Smith appropriately delegate?

a. Functions 1) and 3)

b. Functions 1) and 2)

c. All of the functions

d. None of the functions

---

5 What kinds of functions or duties did LTJG Smith delegate in the previous example?

a. Routine functions or duties

b. Those requiring attitude adjustment

c. Those requiring specific skills

d. All of the above

6 There are four principles which govern delegation of authority in the military. See Figure 2 below and then answer the frames that follow:

1) Delegation of authority is essential to the development of effective leaders and military organizations.

2) Decisions should be made by the individual who is as close to the action as possible.

3) Authority must be commensurate with responsibility.

4) Delegation should be made in clear, concise terms.

Figure 2. Principles Governing Delegation of Authority

7 You already know that delegation is important because it develops subordinates and provides depth for the organization.

In this respect, which correctly states a principle governing delegation of authority?

a. Delegation of authority is essential to the development of effective leaders and military organization.

b. Decisions should be made by the individual closest to the action.

c. Authority must be delegated in clear, concise terms.

d. All of the above

8 The following is an example of incorrect delegation.

The base Commanding Officer has designated LT Arthur as mess treasurer of the Officers' Club. LT Arthur is responsible to the base CO for its successful operation. However, the civilian mess manager, whose contract with the club gives him the sole right to hire and fire personnel, is retained in his present capacity.

Which principle governing delegation was violated?

a. Essential authority

b. Authority must be commensurate with responsibility.

---

9 The degree of delegation may be determined by the atmosphere of the organization, or by the nature of duties.

A decision to launch a missile is retained at the highest level, while a decision to search a vessel off the coast of Vietnam is delegated to a lower echelon.

Which determiner of the degree of delegation is illustrated?

a. Atmosphere of the organization

b. Nature of duties

c. Both of the above

d. None of the above

10 Which of the following is an example of the atmosphere of the organization?

a. Squadron A's XO signs all requests for special liberty and approves all orders from aviation stores.

b. Squadron B's department heads have authority to sign special liberty requests and orders from aviation stores.

c. Both of the above

d. None of the above

---

11 Read Figure 3 on the next page.

The deputy commander of a joint services command has stated that he will review and approve or disapprove the assignment of all officers to his directorates. In the case of officers requesting an extension of their term of duty, he requires that the cognizant directorate chief personally present each request to him for approval.

Which barrier to delegation is illustrated?

a. The ego of the senior requires him to retain authority and have subordinates come to him for decisions.

b. The delegator lacks security about his own status (fear of subordinates' growth potential).

c. Both of the above

d. None of the above

1) Time schedule and importance of tasks may limit delegation.

2) A senior who would like to delegate authority may be constrained by a higher echelon policy against it.

3) A senior may, for his ego's sake, retain authority and have subordinates come to him for decisions.

4) A delegator may lack security about his status and fear a subordinate's encroachment.

Figure 3. Barriers to Delegation of Authority

12 Barriers to delegation can also result from other than the senior and/or subordinate interrelationships.

Which correctly states this type of barrier?

a. Time schedules and importance of tasks

b. A senior who would like to delegate may be constrained by a higher echelon policy against delegation.

c. Both of the above

d. None of the above

13 To overcome barriers to delegation, the barriers must first be recognized and classified. If recognized as existing in the subordinate, the senior should take action to train the subordinate so he will function properly, or replace him. The attitude and effort to train on the part of the senior are conducive to motivating subordinates.

CDR Miller, the Squadron Commanding Officer, is a firm believer in a training program for officers as well as for enlisted personnel. Accordingly, he has an "all officers" meeting each Monday and Friday morning, at which time policy is set forth and training is conducted. Also, each aviator is assigned a collateral duty with commensurate responsibility.

Which states the first action in training subordinates to function properly?

a. Have meetings to talk about what to do.

b. Delegate some authority to subordinate to build self-confidence.

c. Both of the above

d. None of the above

14 A DD Captain allowed his OOD's to get the ship underway and also to dock it. He stated his policy as, "On this ship, my watch officers know I have confidence in their ability. I'm willing to risk a few 'rough' landings occasionally to build up confidence in these officers. When a real emergency arises, I may not always be on the bridge, so I feel this is the best way to help prepare them for such a contingency."

Which statement correctly describes this situation?

a. The Captain recognizes the risk to his status when he delegates authority to his subordinates, but is willing to accept the risk to aid in the development of subordinates.

b. Decisions should be made by the individual who is as close to the action as possible.

c. The Captain is trying to divide his responsibility.

d. None of the above

15 LT Smith, a capable officer, has been designated as the senior shore patrol officer for the next port. Other ships have encountered trouble on visits there, so two midshipmen have been assigned as assistant shore patrol officers.

Which states the appropriate action the senior should take?

a. Supervise the effort personally to make sure the task gets done properly.

b. Take action to train subordinates so they will function properly, or replace them.

c. Both of the above

d. None of the above

---

16 Which correctly states a principle of delegation?

a. The smaller the organization, the greater the need for delegation.

b. Authority must be commensurate with responsibility.

c. Both of the above

d. None of the above

---

This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

The Process of Delegation

Answer the following questions as indicated in your Student Guide.

---

1. Which correctly describes a barrier to delegation?

   a. The importance of the task and short time schedules limit delegation.

   b. The subordinate lacks security about his own status.

   c. Both of the above

   d. None of the above

---

2. Which correctly states action the senior should take to overcome barriers to delegation that he recognizes in subordinates?

   a. Take action to train subordinates to enable them to function properly.

   b. Delegate some authority to subordinates - to build self-confidence.

   c. Both of the above

   d. None of the above

3. Which correctly states a principle governing delegation of military authority?

a. The more removed a command is from the point of (legal) authority, the lesser should be the degree of delegation.

b. Authority must be commensurate with responsibility.

c. The commander should retain authority on operational matters pertaining to a segment of the command.

d. All of the above

---

Now, check your answers on page 46.

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ANSWERS TO SUMMARY POST-QUIZ 2

1. a
2. c
3. b

---

Now, go to Summary 3 on the next page.

Summary 3

The Process of Delegation (continued)

Delegation should be looked upon as a dynamic process, i.e., a senior should increase the authority of the subordinate who functions well and learns from experience. On the other hand, a senior should revoke the authority of a subordinate who misuses delegated authority.

When the delegator states what he expects, when he expects it to be done, and whom he expects to do it, this is called delegation by results expected. Delegation by results expected leads to real accomplishment by the subordinate, and it permits the setting of standards and controls. The subordinate then achieves success or failure on the basis of his record.

Control Over Delegated Authority

Remember that delegation of authority does not mean abdication of authority. The delegator retains total authority and all responsibility even though the delegatee must accept responsibility for his own actions. It follows that some controls are necessary in the delegation process.

Here are three ways to control delegated authority.

1) Preview with subordinate the direction of the task.
2) Periodically question and discuss the task with the subordinate.
3) Require periodic reports.

Implications of Delegation of Authority in the Naval Service

The following is an extract from U. S. Navy Regulations, Article 1318:

Delegation of Authority

> The delegation of authority and the issuance of orders and instructions by a person in the naval service shall not relieve such person from any responsibility imposed upon him. He shall insure that the delegated authority is properly exercised and that his orders and instructions are properly executed.

This article clearly shows that leaders in the naval service are expected to delegate their authority and supervise the delegatees, yet recognize their own responsibility for completion of all assigned tasks.

---

This is the end of Summary 3. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 3

The Process of Delegation (continued)

Answer the following questions as indicated in your Student Guide.

---

1. Which correctly describes the concept of delegation by results expected?

   a. Authority is delegated to a reliable subordinate who the delegator knows will produce his expected results.

   b. The delegator states what he expects, when he expects it to be done, and by whom.

   c. The delegator previews the direction of the task to be delegated with the subordinate to ensure accomplishment of expected results.

   d. None of the above

---

2. Which correctly states a technique of control over delegated authority?

   a. Preview the direction of the task with the subordinate.

   b. Detail specifics on how to perform each phase of the task.

   c. Both of the above

   d. None of the above

3. Which correctly states the obligations Navy regulations place on all leaders on the naval service?

a. Naval leaders are expected to delegate their authority and see that the authority is properly exercised.

b. Naval leaders are expected to recognize their own responsibility for completion of all assigned tasks.

c. Both of the above

d. None of the above

---

Now, check your answers on page 52.

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ANSWERS TO SUMMARY PRE-QUIZ 3

1. b
2. a
3. c

---

If all your answers are correct, go to Summary 4 on page 63. If you missed one or more questions, go to the next page and go through Programed Sequence 3.

Programed Sequence 3

The Process of Delegation (continued)

OVERVIEW: In this frame sequence, you will learn about the dynamics of delegation and the techniques of controlling, once authority has been delegated.

1 It must be understood that delegation should be a dynamic, rather than a static concept. A good example of the dynamic aspect of delegation would be the P3 Squadron Commander who attempts to build confidence and increase the experience of his young aviators by rewarding outstanding airmanship and leadership with rapid promotion to first pilot or patrol plane commander. Conversely, he doesn't hesitate to move those aviators who perform unsatisfactorily to positions less demanding of flying skills and/or leadership ability (e.g., second pilot or navigator).

Which statement correctly describes the dynamic aspect of delegation?

a. The senior should let the subordinate know he's still the boss and can change things as he sees fit.

b. The senior must develop a willingness to accept risks if the subordinates need more direction.

c. The senior who lets the subordinates get too much experience and confidence will find that the subordinates will stop coming to him for decisions.

d. The senior should reward good performance with increased delegation and revoke authority when subordinates perform poorly.

2 Delegation by results expected is a process in which the delegator states what he expects, when he expects it to be done, and by whom.

Why might a leader delegate by results expected?

a. He can set standards and use controls.

b. He might lack security about his own status; therefore he can limit a subordinate's growth.

c. Both of the above

d. None of the above

---

3 Which is an example of delegation by results expected?

a. ENS O'Reilly, OI Division Officer, holds training sessions with the midshipman watch standers who are assigned to solve maneuvering board problems in CIC. He stresses the need for accuracy and for supplying information to the bridge in the shortest time. He says, "Work the problem, think a moment about your answer. Ask yourself, 'Is it logical? Is it 180 degrees off? Does it check with the last solution?'" He continues, "If you're satisfied that your answer is correct, call the bridge and report your solution."

b. ENS Goldberg, OI Division Officer, holds frequent meetings with his midshipman watch standers in an effort to improve their effectiveness in their cruise duties as combat information center personnel. He lets them know that he recognizes their intelligence and other virtues, and that he expects them to perform well. He explains that he wants up-to-date status boards, reliable and accurate reporting on all radar contacts, and correct maneuvering board solutions on such common problems as "true wind," or "closest point of approach."

c. Both of the above

d. None of the above

4 The outcome of delegation by results expected is that the subordinate either achieves success or fails on the basis of his record.

What can a senior do who sees his subordinate failing?

a. Reset the standards to a lower level

b. Use control

c. Both of the above

d. None of the above

---

5 Which correctly defines delegation by results expected?

a. A process in which the delegator states what he expects, when he expects it to be done, and by whom.

b. A process in which authority is delegated only to reliable subordinates, who the delegator knows will produce the expected results.

c. Both of the above

d. None of the above

6 A good method of controlling delegated authority is for the leader to preview with the subordinate the direction of the task, discuss it with him periodically, and require periodic and final reports.

The Chief Engineer gives a junior officer the task of monitoring the rebricking of boilers in the forward fireroom. He explains that while the shipyard force will do the actual work, he must still coordinate with the shipyard repair officer, provide some assistance to yard personnel in opening the boilers, gain the cooperation of the yard work force so that debris is not scattered over the fireroom (from the old and new firebrick), monitor the installation of new brick, and make the final inspection when the job is completed.

Which is an example of control?

a. As the job progresses, the Chief Engineer asks the junior officer if he has been inspecting the job and informs him that he (the Chief Engineer) is not satisfied with the fact that the yard is reusing some of the old firebrick. He then directs the junior officer to get the used firebrick removed and the new firebrick installed.

b. As the job progresses, the Chief Engineer notes with dissatisfaction that the yard has been reusing old firebrick. He asks the junior officer how the job is coming and is informed by the latter, "Just great!" The Chief Engineer says, "On your next check of the boilers, let me know when you're going inside. I'd like to come along."

c. Both of the above

d. None of the above

7 As S-5 Division Officer aboard a cruiser, you are in charge of the wardroom stewards. Sometimes you think this is a thankless task, for you get all the complaints from your fellow wardroom officers (i.e., bunk not made, room not cleaned, laundry not picked up). You have good interpersonal communications with the chief steward, and have discussed with him the scope and purpose of his task. You have delegated to him the authority to ensure all necessary work is accomplished, but you are still receiving complaints from fellow officers.

What might an independent observer conclude?

a. More impersonal control (audits) with direction of the task is the technique not being utilized.

b. Periodic questioning and discussion with reports are the techniques not being utilized.

c. Both of the above

d. None of the above

8 Navy regulations cover the subject of delegation of authority and supervision of the delegatees. Read Figure 4 below.

Which correctly states the obligations placed upon leaders in the naval service pertaining to delegation of authority?

a. Naval leaders are expected to delegate their authority and see that the authority is properly exercised.

b. Naval leaders are expected to recognize their own responsibility for completion of all assigned tasks.

c. Both of the above

d. None of the above

EXTRACT FROM U.S. NAVY REGULATIONS

Article 1318. The delegation of authority and the issuance of orders and instructions by a person in the naval service shall not relieve such person from any responsibility imposed upon him. He shall insure that the delegated authority is properly exercised and that his orders and instructions are properly executed.

Figure 4. Delegation of Authority

9 Which correctly states the relationship between Navy Regs, Article 1318, and the dynamics of delegation?

a. Naval leaders are expected to delegate authority and see that authority is properly exercised. If it isn't, they should revoke it.

b. Naval leaders shall ensure that orders and instructions are properly executed; and if not, delegatees are relieved of responsibility.

c. Both of the above

d. None of the above

---

This is the end of Programed Sequence 3. Now, go the next page and take the Quiz.

Summary Post-Quiz 3

The Process of Delegation (continued)

Answer the following questions as indicated in your Student Guide.

---

1. Which best describes the concept of delegation by results expected?

   a. The delegator previews the direction of the task to be delegated with the subordinate to ensure accomplishment of expected results.

   b. Authority is delegated to a reliable subordinate who the delegator knows will produce his expected results.

   c. The delegator states what he expects, when he expects it to be done, and by whom.

   d. None of the above

---

2. Which correctly states the obligations Navy regulations place on all leaders in the naval service?

   a. Naval leaders are expected to delegate their authority, and see that the authority is properly exercised.

   b. Naval leaders are expected to recognize their own responsibility for completion of all assigned tasks.

   c. Both of the above

   d. None of the above

3. Which correctly states a technique of control over delegated authority?

a. Preview the direction of the task with the subordinate.

b. Detail specifics on how to perform each phase of the task.

c. Both of the above

d. None of the above

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 3

1. c
2. c
3. a

---

Now, go to Summary 4 on the next page.

Summary 4

## Line and Staff Authority

### Line Authority

Line authority is the basic authority which operates in an organization along a vertical hierarchy of commanders. It extends from the highest to the lowest echelons in the chain of command. Officers holding line positions have command authority and responsibility for the accomplishment of primary objectives.

### Staff Authority

Staff authority is non-command authority which is concerned with investigating, planning, recommending, advising, and assisting. Officers holding staff positions, although within the chain of command, have non-command authority and are responsible solely for providing advice and service to the line for its attainment of objectives.

Some of the services provided by the staff are:

1) The translation of decisions into plans and plans into orders
2) The transmission of orders to personnel involved
3) The preparation of continuous estimates
4) The preparation of tentative plans of possible future action for line's considerations

Line may accept, reject, or change the advice or service of staff. In case of disagreement both line and staff have the right to appeal to higher line authority. This, in the military, is usually a common higher authority.

Functional Authority

A commander may choose to delegate to certain staff officers (or other subordinates) a special authority status, which is termed "functional." Functional authority is command authority delegated to a staff position and limited to one specific activity, then removed when that activity is completed. The staff officer with functional authority may issue orders to line personnel to accomplish his limited specific duty.

One advantage of functional authority is that it makes the best use of expert knowledge. Functional authority also relieves the commander of some of his burden of decision making in specialized functional areas.

Some disadvantages of functional authority are that it causes a potential lack of organizational stability and may stifle initiative in subordinates. The authority granted to subordinates to sign documents "by direction" of the commanding officer is not considered functional authority. It does, however, permit the staff officer to sign routine orders and letters for the commander.

---

This is the end of Summary 4. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 4

Line and Staff Authority

Answer the following questions as indicated in your Student Guide.

---

1. Which correctly states the definition of line authority?

   a. The basic authority in an organization which operates along a vertical hierarachy of commanders from the highest to the lowest echelons

   b. The ultimate authority of the highest echelon within a given command which is executed and delegated down the line of subordinate commanders

   c. Command authority which operates along a horizontal line of commanders, all of whom have final authority for mission attainment

   d. None of the above

---

2. Which correctly describes staff authority?

   a. Non-command authority which is concerned with investigating, planning, recommending, advising, and assisting

   b. Authority to prepare tentative plans for possible future action for line's considerations

   c. Both of the above

   d. None of the above

3. Which correctly states the definition of functional authority?

a. Command authority which is delegated to staff positions to function in line's capacity for an indefinite period of time

b. Command authority which is delegated to staff positions, but which is limited to a specific activity and is removed when that activity is completed

c. Command authority which is delegated to staff positions, the sole function of which is to sign routine orders and letters for the commander

d. None of the above

---

Now, check your answers on page 68.

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ANSWERS TO SUMMARY PRE-QUIZ 4

1. a
2. c
3. b

---

If all your answers are correct, go to Summary 5 on page 85. If you missed one or more questions, go to the next page and go through Programed Sequence 4.

Programed Sequence 4

## Line and Staff Authority

OVERVIEW: In this frame sequence, you will learn the definitions and concepts of line authority, staff authority, and functional authority.

---

1 Line authority indicates chain of command authority and responsibility for the primary objectives of the organization.

Which defines line authority?

a. The basic authority in an organization that gives a senior the capacity to command subordinates in his organization

b. The basic authority in an organization which operates along a vertical hierarchy of commanders from the highest to the lowest echelons

c. Both of the above

d. None of the above

2 Leaders with line authority are responsible for the mission of the command and must have final authority for its attainment.

Which correctly illustrates this?

a. The ship's Executive Officer, who is next senior to the Commanding Officer, exercises authority over all ship's personnel, whether they be line or staff. Therefore, the Executive Officer, being one of those responsible for the mission of the command, is vested with line authority.

b. The ship's Chief Engineer exercises authority over the Engineering Department. In turn, the Engineering Department responds to orders from the OOD (with respect to engine speeds and comparable matters) who may be junior to the Chief Engineer. In spite of this, the Chief Engineer contributes directly to the accomplishment of the mission of the command; therefore, he is vested with line authority.

c. Both of the above

d. None of the above

---

3 Which of the following are line positions?

a. YP skipper

b. First division assistant division officer

c. Combat pilot

d. All of the above

4 Staff positions have non-command authority and responsibility for providing advice and service to line in the attainment of objectives. Staff positions include both staff corps and line officers assigned to staff duty.

Which is the definition of staff authority?

a. Non-command authority which is concerned with investigating, planning, recommending, advising, and assisting

b. Non-command authority which is concerned with associating and is delegated to staff personnel to operate in line's capacity when necessary

c. Both of the above

d. None of the above

---

5 Which of the following are staff positions?

a. Legal Officer

b. CARDIV 4 Operations Officer

c. Medical Officer

d. All of the above

6 Two of staff's functions are to translate decisions into plans and plans into orders, and to transmit orders to personnel involved.

Which is an example of this?

a. The ship's doctor, an officer in the medical corps, recommends to the Executive Officer that all men going on liberty in a certain port be given special booster innoculations. The XO says, "Make it all hands; we don't know that everyone won't get ashore at sometime or another." The medical officer posts a notice in the plan of the day requiring men whose last names begin with A through F to report to sick bay.

b. In the situation outlined in a of this question, the OOD passes the word, "All stragglers who have not received their special shots, lay down to sick bay."

c. Both of the above

d. None of the above

---

7 A fleet staff often has a senior captain who has under him a planning section as one of its staff elements. As you will recall, the major function of a staff element is to help develop plans for future operations and for alternative or contingent situations.

Which correctly states the probable other function(s) of the senior captain's planning section?

a. Makes continuous estimates

b. Prepares tentative plans for possible future action for line's consideration

c. Both of the above

d. None of the above

8 Staff authority exists to investigate, plan, assist recommend and advise. Staff has no command authority over line.

If staff gives advice to line, what can you infer?

a. Line may accept, reject, or change the advice of staff.

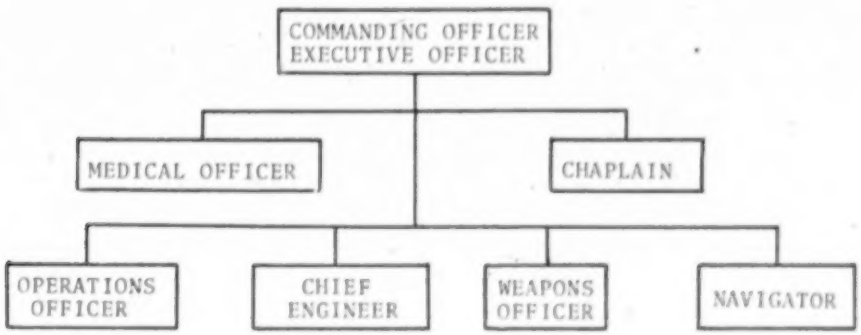
b. Staff is assuming line authority.

c. Both of the above

d. None of the above

9 Look at the diagram of a shipboard organization.

Which have line authority?




a. Chaplain

b. Medical Officer

c. Both of the above

d. None of the above

---

10 Referring to the diagram in Frame 9, which have staff authority?

a. Executive Officer

b. Chaplain

c. Both of the above

d. None of the above

11 While line can accept, reject, or change staff advice, line does not have the right to override staff when a disagreement arises between the two. The disagreement must be settled, and the procedure is one normally used in formal disagreements.

What procedure is followed when line and staff disagree?

a. When a disagreement arises, line and staff have the right to appeal to higher line authority which, in the military, is usually a common higher authority.

b. When a disagreement arises, line and staff have the right to request a committee-of-peers hearing to have the matter settled.

c. Both of the above

d. None of the above

---

12 Which correctly states the difference between line and staff authority?

a. Line authority indicates chain of command authority and responsibility for primary objectives. Staff authority is non-command authority and is concerned with providing advice and services to line in the attainment of objectives.

b. Line authority is command authority, while staff authority is non-command authority. Both work unilaterally toward the attainment of objectives. Line need not accept staff's services.

c. Both of the above

d. None of the above

13 Which correctly states functions of staff?

a. To make decisions and issue orders to personnel involved

b. To prepare tentative plans for possible future action for line's consideration

c. Both of the above

d. None of the above

---

14 When a commander chooses to delegate to certain staff officers or other subordinates a special temporary command authority status, it is termed "functional."

Which, then, would be a definition of functional authority?

a. Command authority delegated to staff positions to judge on line-staff disagreements

b. Command authority delegated to staff positions which is limited to a specific activity and is removed when that activity is completed

c. Both of the above

d. None of the above

15 When a staff officer has functional authority, he may issue orders to line personnel to accomplish his specific duties.

Which is an example of this?

a. Chief of Naval Personnel issues orders to personnel under the command of fleet commanders.

b. The Chaplain directs his yeoman to prepare the chapel for the coming religious holiday season.

c. Both of the above

d. None of the above

---

16 The chief hospitalman on a small ship, who is the senior member of the medical department on board, places one of the quartermasters on the sick list. This leaves one of the bridge watches short-handed. The OOD of that particular watch tells the chief to certify the man fit for duty. He (the OOD) knows that the man is malingering; however, the chief does not feel that this is the case.

Which action should be taken to settle the disagreement?

a. Appeal to the ship's Executive Officer, their common senior.

b. Appeal to the Operations Officer, the quartermaster's senior.

c. Both of the above

d. None of the above

17 Which best describes the change in an officer's authority when delegated functional authority?

a. An officer may issue orders to line personnel to accomplish his specific limited objective, which he normally couldn't do.

b. An officer may issue orders, make decisions, and perform most other duties of line authority.

c. Both of the above

d. None of the above

---

18 A Disbursing Officer is responsible for processing all travel and per diem claims. He is authorized to pay these as long as orders have been issued and complied with and travel is involved. Processing travel claims is a technical specialty and almost no general service officers (line officers) can be expected to spend the time necessary to keep abreast of travel regulations.

Which correctly states an advantage of functional authority found in the above example?

a. Makes best use of expert knowledge, and maintains functional efficiency of personnel involved

b. Relieves commander of some of his burden of decision making in specialized areas

c. Both of the above

d. None of the above

19 "By direction" authority is authority granted to subordinates to sign documents "by direction" of commanding officers. (Navy Regs, Article 1608 covers this.) It is not functional authority, but it does permit the staff officer to sign routine orders and letters for the commander.

Which is an example of "by direction" authority?

a. The Commanding Officer designates the personnel officer to sign temporary additional duty orders "by direction."

b. The Commanding Officer tells the Executive Officer to sign a letter addressed to a higher command which responds to deficiencies uncovered in the annual military inspection.

c. Both of the above

d. None of the above

---

20 Which correctly defines functional authority?

a. Command authority which is delegated to staff positions, but which is limited to a specific activity and is removed when that activity is completed

b. Command authority which is delegated to staff positions, and which permits the officer to sign routine orders and letters for the commander

c. Both of the above

d. None of the above

21 Which is the function of staff personnel?

a. Make continuous estimates.

b. Make decisions and issue orders.

c. Both of the above

d. None of the above

---

22 Which is true of functional authority?

a. Initiative of subordinates may be stifled.

b. Makes best use of expert knowledge while it relieves the commander of some of the burden of decision making

c. Both of the above

d. None of the above

---

This is the end of Programed Sequence 4. Now, go to the next page and take the Quiz.

Summary Post-Quiz 4

Line and Staff Authority

Answer the following questions as indicated in your Student Guide.

---

1. Which correctly states the definition of functional authority?

   a. Command authority which is delegated to staff positions, but which is limited to a specific activity and is removed when that activity is completed

   b. Command authority which is delegated to staff positions, the sole function of which is to sign routine orders and letters for the commander

   c. Command authority which is delegated to staff positions to function in line's capacity for an indefinite period of time

   d. None of the above

---

2. Which correctly states the definition of line authority?

   a. Command authority which operates along a horizontal line of commanders, all of whom have final authority for mission attainment

   b. The ultimate authority of the highest echelon within a given command which is executed and delegated down the line of subordinate commanders

   c. The basic authority in an organization which operates along a vertical hierarchy of commanders from the highest to the lowest echelons.

   d. None of the above

3. Which correctly describes staff authority?

   a. Non-command authority which is concerned with investigating, planning, recommending, advising, and assisting

   b. Authority to prepare tentative plans for possible future action for line's considerations

   c. Both of the above

   d. None of the above

---

Now, check your answers on page 84.

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ANSWERS TO SUMMARY POST-QUIZ 4

1. a
2. c
3. c

---

Now, go to Summary 5 on the next page.

Summary 5

Line and Staff Authority (continued)

Line-Staff Relationships

There are three general problems in the area of line and staff relationships (from a line viewpoint).

They are:

1) The proper identification and utilization of staff authority

2) The recognition of the true line-staff relationship

3) Attitudes and behavior of members of the organization

Here are some typical complaints from line people. Line people complain that staff tends to take credit for successful work and blame line when something fails. Line people feel that staff officers take advantage of reporting to and having frequent access to high-ranking officers, i.e., they tend to report more often.

The biggest complaint arises when staff assumes line authority. It is then that line feels that staff has gone too far. For example, staff officers issue a variety of orders in the name of the commanding officer through use of "by direction" authority when such authority is granted for specific areas only. (This is an abuse of authority; should it occur, the subordinate leader has direct access to his commander for verification of the commander's intentions.)

Staff officers are often said to tend to overstress their own specialty and offer impractical, unbalanced assistance without considering all the ramifications of a situation.

The staff also sees difficulties in line-staff relationships. Some of these are listed below.

Staff may feel that:

1) Line resists most new ideas and acts too cautiously and conservatively.

2) Line ignores staff and desires to run outfit as it sees fit.

3) Line fails to utilize staff capability, or consults it too late to realize maximum benefits.

4) The staff is not delegated adequate authority commensurate with its expertise.

The line-staff relationship can be improved in several ways. There should be a better understanding of the basic authority relationship. This can be achieved by improving communications and training in the following manner.

1) Differentiating among various staff authorities

2) Clearly defining authority channels

Another way to improve the relationship is, during the organizing, to develop a clear concept of the actual interrelationship of authority. Thus: (1) each staff member would have the authority for accomplishment of what he can do best and (2) both line and staff personnel would have essential tasks in accomplishing the organization's mission. Remember, however, that teamwork accomplishes the mission. The interdependence of staff and line, rather than competition between them, should be stressed frequently.

In the "commander-staff-subordinate commander" relationship, staff officers must often directly contact subordinates of lower line commanders. The chain of command is nonetheless maintained, since these contacts are advisory in nature and made in the name of the higher echelon.

No strict definition of duties can completely clarify the complex dual relationship of the staff officer to his line commander and the subordinate line commander. This relationship varies greatly from one organization to another. The effective staff officer must see himself as serving the entire command, not as merely exercising the commander's authority. He should anticipate potential sources of friction and attempt to eliminate or avoid them. It is, however, the senior commander's behavior and attitudes which truly govern line-staff relationships.

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This is the end of Summary 5. Now, go the next page and take the Quiz.

Summary Pre-Quiz 5

Line and Staff Authority (continued)

Answer the following questions as indicated in your Student Guide.

---

1. Which is a common staff complaint in line-staff relationships?

   a. Staff does not assume line authority when it should.

   b. Staff complains that line tends to grab credit for successful work and blames staff when work fails.

   c. Staff acts too cautiously and conservatively.

   d. Line ignores staff and desires to run the outfit as it sees fit.

---

2. Which is a method of improving the line-staff relationship?

   a. Develop a clear concept of the actual interrelationship of line and staff.

   b. Develop organizational charts which show the actual interrelationship of authority.

   c. Inculcate the separateness of line and staff functions into all junior officers.

   d. None of the above

3. What are the governing factors in the line-staff relationship?

a. Potential sources of friction (i.e., the independent variables of the situation) are the governing factors.

b. The behavior and attitude of the senior commander are the governing factors.

c. Perceptual differences (by both line and staff) are the governing factors.

d. Conceptual differences (by both line and staff) are the governing factors.

---

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 5

1. d
2. a
3. b

---

If you missed one or more questions, go to the next page and go through Programed Sequence 5.

Programed Sequence 5

Line and Staff Authority (continued)

OVERVIEW: In this frame sequence, you will learn about the problems of line-staff relationships and how to improve the relationship between the two.

1 Most relationships, including line-staff relationships, involve problems. The problems are reflected by complaints from both line and staff people.

A post-mission conference is being held on an aircraft carrier. During the discussion, the Air Intelligence Officer (staff) points out that although intelligence did its job and got definite information on missile sites, the air group strike (line) leaders failed to follow the suggestions from intelligence. The Air Intelligence Officer claims that for this reason the strike failed to effectively neutralize the target. The carrier's Operations Officer objects to the Intelligence Officer's interpretation.

Which correctly states the major complaint(s) in this example?

a. Line people complain that staff tends to grab credit for successful work and blame line when something fails.

b. Staff people complain that their suggestions are disregarded with consequent impairment of the mission.

c. Both of the above

d. None of the above

2 Line people also complain that staff personnel take advantage of reporting to high ranking officers, i.e., staff personnel report more often.

Which correctly describes this complaint?

a. The Supply Officer, while conferring with the Commanding Officer on the ship's budget, mentions that he is unable to get the engineering department to adjust the ventilation in the supply office.

b. The Chief Boatswain's Mate complains to the First Lieutenant that he is unable to get leave papers typed and forwarded through the ship's office, yet the yeoman gets special liberty and leaves operating personnel's requests pending.

c. Both of the above

d. None of the above

---

3 If a staff officer issues a variety of orders in the name of the commanding officer through the use of "by direction" authority, when such authority is granted for specific areas only, it is an example of staff assuming line authority. This is a major complaint from line's viewpoint.

Which is another case of staff assuming line authority?

a. A personnel officer issues a directive requiring a report on special liberty granted by line departments. The directive also specifies that certain rates will not be eligible for special liberty.

b. A training officer issues a directive calling for a report on training-in-rating conducted by the line departments.

c. Both of the above

d. None of the above

4 Which of the following are complaints from the line's viewpoint regarding problems in the line-staff relationship?

a. Staff officers issue a variety of orders in the name of the commanding officer through use of "by direction" authority.

b. There is recognition of the true line-staff relationship.

c. Staff officers tend to take advantage of their reporting to, and frequent access to, high-ranking officers.

d. All of the above

---

5 There is another point line people make when offering complaints about staff. It is sometimes said that staff officers tend to overstress their own specialty and offer impractical, unbalanced assistance which does not reflect consideration of all ramifications of the situation.

Which statement would the line officer be likely to make?

a. Staff officers tend to offer advice on a rather momentary basis.

b. Staff officers sometimes offer help which is rather limited, and the "big picture" ignored.

c. Both of the above

d. None of the above

6 There are also difficulties in line-staff relationships from the staff's viewpoint.

The following example illustrates a complaint from staff's viewpoint.

New equipment always presents problems. When shipboard HFDF (high frequency direction finding) equipment was first installed on ASW flagships, its operation required highly trained personnel who reported directly to the Division Commander's staff, as well as to the ship's CO. On ASW flagships, three specially trained radiomen were transferred to the ship along with the equipment. These men had difficulty getting various OOD's to use the information and intelligence obtained by means of the equipment. As specialists, these men often had to take their problems to the staff operations officer. Since the staff officer had been briefed on the value of the equipment, he was eventually able to integrate the HFDF installation with the rest of the information input to the OOD and to the other ships in the task unit.

Which typical complaint is illustrated by this example?

a. Identification and utilization of staff authority is often too slow in developing.

b. Line resists most new ideas and acts too cautiously and conservatively.

c. Both of the above

d. None of the above

7 Another difficulty expressed by staff people is that line ignores staff and desires to run the outfit as it sees fit. Regarding Frame 6, three radiomen, fully qualified third class operators, were attached to the ASW ship. There were then six qualified radiomen aboard. The Communications Officer immediately authorized leave for one of the ship's radiomen.

Which correctly describes this complaint?

a. Upon sailing, the Communications Officer assigned the five radiomen (the two remaining regular men and the three HFDF men) to regular "at sea" radio watches. The senior HFDF specialist protested to the Executive Officer who reversed the decision.

b. Since the seaborne HFDF was not required to be operated in port, the HFDF radiomen were assigned regular "in port" radio watches. The senior HFDF specialist protested to the Executive Officer who supported the decision.

c. Both of the above

d. None of the above

8 If a manufacturer puts a product on the market without working with his marketing people and the product doesn't sell, they (his staff) can say he failed to utilize their capabilities. If he calls them in between the end of production and the beginning of taking orders, they can say he is too late to realize maximum benefits.

Which is another case of these two related complaints?

a. A Budget and Fiscal Control Officer is consulted by the Chief of Staff in the middle of the fiscal year. He is asked to prepare an expenditure projection for the remaining six months. The fiscal officer feels that he should have been consulted earlier.

b. An Air Intelligence Officer is consulted by the Chief of Staff while an air strike is in progress. He is asked to evaluate and name alternate targets. The Air Intelligence Officer feels that he should have been consulted earlier.

c. Both of the above

d. None of the above

---

9 Which of the following are complaints from the staff's viewpoint regarding problems in the line-staff relationship?

a. Line requests help which is rather limiting in nature and never thinks in terms of special operations.

b. Line often wants advice on a momentary basis.

c. Line usually wants ideas that are too innovative to fit into the "big picture."

d. None of the above

10 If a staff person says he knows more about his specialty than line, but is not given sufficient power to enforce his decision, what is he saying?

a. Line doesn't know how to identify and utilize staff authority.

b. Line never recognizes the true line-staff relationship.

c. Staff is not delegated adequate authority commensurate with its expertise.

d. Staff ought to be able to issue orders in the name of the Commanding Officer through use of "by direction" authority.

---

11 Which of the following are difficulties in the line-staff relationship as stated by staff?

a. Line resists most new ideas and acts too cautiously and conservatively.

b. Line fails to utilize staff capability, or calls it in too late to realize maximum benefits.

c. Both of the above

d. None of the above

12 Which of the following are complaints from the line's viewpoint regarding problems in the line-staff relationship?

a. Staff tends to grab credit for successful work and blame line when something fails.

b. Staff officers tend to take advantage of their reporting to, and frequent access to, high ranking officers.

c. Staff assumes line authority.

d. All of the above

---

13 Which of the following are complaints from the staff's viewpoint regarding the line-staff relationship?

a. Line ignores staff and desires to run outfit as it sees fit.

b. Staff is not delegated adequate authority commensurate with its expertise.

c. Both of the above

d. None of the above

14 There are three suggestions, which if followed, can aid in solving the problems of the line-staff relationship. Read Figure 5 on the next page. There should be improvement in the understanding of the basic authority relationship in organizing. This requires better communications and training in two areas. They are:

(1) Differentiating among various staff authorities

(2) Clearly defining authority channels

In which of the following examples is the leader attempting to improve the understanding of the basic authority relationship in organizing?

a. The Executive Officer talks to both the Personnel Officer and Training Officer, and explains that it is the Training Officer's responsibility to check with the personnel office to determine the amount of time remaining on an individual's enlistment before making a recommendation that expensive training be given to the man. Personnel will have the responsibility of having the information readily available.

b. The Executive Officer talks to both the Personnel Officer and Training Officer, and explains and stresses the general principle that both of these staff units must work together to support the mission of the ship.

c. Both of the above

d. None of the above

1) There should be a better understanding of the basic authority relationship in organizing.

2) Develop a clear concept of the actual interrelationship of the line and staff.

3) Stress interdependence, not separation (competition) of staff and line organizations and leaders.

Figure 5. Suggestions For Improving the Line-Staff Relationship

15 The second suggestion states that a clear concept of the actual interrelationship of line and staff should be developed.

Which of the following statements correctly describes this suggestion?

a. Each staff member has the authority for accomplishment of what he can do best, and both line and staff have essential tasks in accomplishing the organization's mission.

b. Each staff member has the authority to do what he thinks is necessary to accomplish the mission, and both line and staff advise each other regarding the essential tasks in the organization.

c. Both of the above

d. None of the above

16 The third suggestion states that interdependence, not separation (competition) of staff and line organizations and leaders should be stressed.

Which is an example of this suggestion?

a. The Executive Officer calls in the Supply Officer and congratulates him on the timely submission of his monthly report. The XO adds that his report was submitted ahead of other departments.

b. The Executive Officer calls in the Personnel Officer and the Training Officer and compliments them on the timely submissions of their monthly reports. The XO then tells the Personnel Officer to give delinquent departments "a blast."

c. Both of the above

d. None of the above

---

17 Which of the following are suggestions for improving the line-staff relationship?

a. There should be a better understanding of the authority relationship in organizing.

b. Develop a clear concept of the actual interrelationship of line and staff.

c. Stress interdependence, not separation (competition) of staff and line organizations and leaders.

d. All of the above

18 Select the grouping that best matches viewpoint with statement.

a. Staff's viewpoint

b. Line's viewpoint

1) "They tend to take advantage of their reporting to, and frequent access to, high ranking officers."

2) "They ignore us and desire to run the outfit as they see fit."

3) "They tend to grab credit for successful work and blame us when something fails."

4) "We aren't given enough authority to go along with our special knowledge."

a. a-1,3; b-2,4

b. a-1,2; b-3,4

c. a-2,4; b-1,3

d. a-2,3; b-1,4

19 The Training Officer posts, over the Commanding Officer's signature, a roster of men designated to take firefighting training. The list was not coordinated with the Weapons Officer, and schedules three key men off the ship at the same time.

Which correctly states the difficulty?

a. The Training Officer has taken advantage of his reporting to the Weapons Officer.

b. The Training Officer has abused his "by direction" authority.

c. Both of the above

d. None of the above

---

20 What recourse is available to the two officers in Frame 19 should they be unable to resolve the difficulty?

a. When disagreement arises, line may accept, reject, or change advice or service of staff, which in the military usually happens.

b. When disagreement arises, line and staff have the right to appeal to the higher line authority, which in the military is a common higher authority.

c. Both of the above

d. None of the above

21 Staff officers must often directly contact subordinates of lower echelon commanders. These contacts are in the name of higher echelon and are advisory.

Which inference is justified?

a. The chain of command is essentially broken.

b. The chain of command is essentially maintained.

c. Both of the above

d. None of the above

---

22 The behavior and attitude of the senior commander are the governing factors in line-staff relationships. Since no strict definition of duties can completely clarify the complex dual relationship of the staff officer to his commander and the subordinate commander, what can you infer?

a. The relationship is filled with checking the regs for interpretations.

b. The relationship varies greatly from one organization to another.

c. Both of the above

d. None of the above

23 The effective staff officer must see himself as serving the entire command and not as exercising the commander's authority.

Type Commander's directives require that all personnel assigned damage control duties at general quarters must have firefighting training. The ship's Personnel Officer notes this directive, examines personnel records, and notes that a number of assigned men have not had the required fire-fighting training.

What should the Personnel Officer do to serve the entire command?

a. Issue orders to the men to attend firefighting classes. Send memos to the appropriate division officers telling them they are remiss in assigning untrained men to important duties. (Issue a variety of orders in the name of the Commanding Officer through the use of "by direction" authority.)

b. Prepare a memorandum to the line departments concerned pointing out the deficiency with a copy to the Training Officer. The memorandum points out that men's records do not show the desired training and offers to supply interested departments with lists of their men who do qualify. (Anticipate potential source of friction and eliminate or avoid them.)

c. Both of the above

d. None of the above

24 Which correctly states the governing factors of line-staff relationships?

a. The behavior and attitude of the senior commander

b. Whether or not line and staff personnel work to improve the relationship

c. Both of the above

d. None of the above

---

25 What must an effective staff officer do?

a. See himself as serving the entire command.

b. Anticipate potential sources of friction and eliminate or avoid them.

c. Both of the above

d. None of the above

---

This is the end of Programed Sequence 5. Now, go to the next page and take the Quiz.

Summary Post-Quiz 5

Line and Staff Authority (continued)

Answer the following questions as indicated in your Student Guide.

---

1. Which is a method of improving the line-staff relationship?

   a. Inculcate the separateness of line and staff functions into all junior officers.

   b. Develop organizational charts which show the actual interrelationship of authority.

   c. Develop a clear concept of the actual interrelationship of line and staff.

   d. None of the above

---

2. What are the governing factors in the line-staff relationship?

   a. Perceptual differences (by both line and staff) are the governing factors.

   b. Conceptual differences (by both line and staff) are the governing factors.

   c. Potential sources of friction (i.e., the independent variables of the situation) are the governing factors.

   d. The behavior and attitude of the senior commander are the governing factors.

3. Which is a common staff complaint in the line-staff relationships?

a. Line ignores staff and desires to run the outfit as it sees fit.

b. Staff complains that line tends to grab credit for successful work and blame staff when work fails.

c. Staff acts too cautiously and conservatively.

d. Staff does not assume line authority when it should.

---

Now, check your answers on page 110.

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ANSWERS TO SUMMARY POST-QUIZ 5

1. c
2. d
3. a

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This is the end of Part Six, Segment III.

United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART SIX

## AUTHORITY AND RESPONSIBILITY

### Segment III

### Delegation of Authority/Line-Staff Relationship

Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

## DELEGATION OF AUTHORITY/LINE-STAFF RELATIONSHIP

### PROGRESS CHECK

Question 1.

Select the statement which best clarifies the relationship between delegation of authority and the chain of command.

a. Delegation of authority is an accepted deviation from the formal chain of command which exists in all military organizations.

b. Delegation of authority is a practical concept which allows senior individuals in the chain of command to relinquish responsibility to subordinates.

c. Delegation of authority is a concept whereby subordinates are granted authority by a superior within the chain of command.

d. The chain of command becomes more flexible whenever a superior delegates authority to a subordinate.

Question 2.

LT Wilkens, the Supply Officer of the USS Fletcher, summoned SKs Cherney, Gongwer, and Arena into his office two days prior to the ship's arrival in Hong Kong. LT Wilkens told SK Cherney that he would have authority for recording all transactions which involved purchasing supplies for the ship. SK Gongwer was given authority to inventory and maintain the general stores account. LT Wilkens instructed SK Arena to supervise the work of all those SKs who were not engaged in either purchasing supplies or general stores inventory/accounting.

Select the statement which explains the reason LT Wilkens delegated authority to the three storekeepers.

a. LT Wilkens delegated authority because he wanted to have more free time in port than his duties would normally allow.

b. LT Wilkens delegated authority because he could not personally direct all the activities of his department while in port.

c. LT Wilkens delegated authority because he was not experienced enough to handle the tasks he assigned.

d. LT Wilkens delegated authority because he wanted the storekeepers to accept responsibility for the tasks he assigned.

Question 3.

MIDN 4/c Kimbro was pleased to learn at the end of plebe summer that he was being assigned to the 13th Company in the 3rd Battalion and that the battalion was to be commanded by an old home town, high school and prep school classmate, MIDN Glazer. MIDN Kimbro immediately took advantage of the battalion commander's offer to help in any way he could. MIDN Kimbro took his complaints about harassment from his squad leader, platoon leader and upperclassmen in his platoon straight to MIDN Glazer. MIDN Glazer did not admonish MIDN Kimbro for not following the chain of command and in fact, it was noticeable to the other midshipmen in the same platoon with MIDN Kimbro that the battalion commander was listening and taking action on MIDN Kimbro's complaints.

Select from the following choices the one which best describes the risks involved in the course of action being followed by MIDN Kimbro and MIDN Glazer.

a. The other plebes in MIDN Kimbro's platoon may interpret the apparent success of MIDN Kimbro as the best route to follow for their own complaints.

b. The authority of the upper class midshipmen in MIDN Kimbro's platoon and company is likely to be undermined.

c. The erosion of the authority of the upper class in one platoon is likely to spread to other units in the battalion and there will be a loss of respect for the leaders and an undermining of the mission of the entire unit.

d. All of the above

Question 4.

LT Lowe was the Supply Officer of the USS Carolina. He had been in charge of the Supply Department for one month when he decided that a reorganization was necessary. He was becoming bogged down in the many routine administrative tasks which were his responsibility. In order to free himself of some of these tasks, LT Lowe began an evaluation of his duties to determine which could be delegated to responsible subordinates. He was responsible for purchasing supplies for the ship, payment of the crew, issuance of supplies to the other departments, maintaining the accounting records of all official financial transactions, routine administration of the Supply Department, and the semiannual audit as senior member of the board.

Select the statement which includes those duties LT Lowe may easily delegate to subordinates.

a. LT Lowe may delegate his responsibility for purchasing the ship's supplies and the routine administration of the Supply Department.

b. LT Lowe may not delegate any of his authority since all of his duties are extremely important to the effective functioning of the ship.

c. LT Lowe may delegate such duties as the routine accounting, the actual payment of the crew, and other tasks which he does not possibly have the time to do himself.

d. LT Lowe may delegate his authority to conduct the semiannual audit but he must attend to his other duties.

Question 5.

Select the statement which best describes barriers to delegation.

a. Higher echelon policy prohibits delegation, even though the senior's ego leads him to delegate authority to subordinates who come to him for decisions.

b. A delegator lacks security about his own status, but has confidence in his subordinates.

c. The delegator's time schedule is flexible, and his tasks are of only reasonable importance. In addition, the delegator's ego requires him to retain authority.

d. The delegator lacks security about his own status or the time schedule and importance of the task prevent delegation.

---

Question 6.

LTJG Holmes orders EN Roberts to remove and replace a faulty oil pump on a diesel engine. He gives EN Roberts four hours to complete the assignment.

From the following choices, select the method of delegation being used by LTJG Holmes.

a. Delegation by results expected

b. Specific delegation

c. General delegation

d. Partial delegation

Question 7.

Marine CAPT Schrewster orders LT Arnold to perform periodic maintenance tests on several stand-by radio transmitters. LT Arnold carefully chooses three technicians for the check-out test. He fully explains the assignment to each of the men. Following the initial briefing, he answers several questions and distributes maintenance manuals which outline the steps for each test, and he supervises the men as they set up the test equipment.

LT Arnold tells the men that the test shouldn't take more than three hours. He then leaves the area, saying he will return in several hours to inspect the final results of the tests.

From the following choices, select the statement describing the manner in which LT Arnold incorrectly controlled delegated authority.

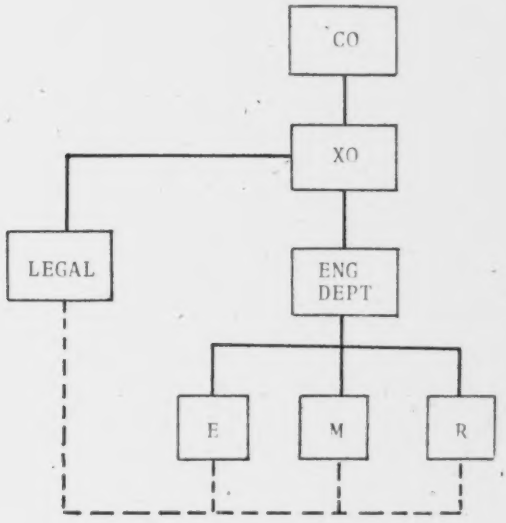
a. LT Arnold delegated too much responsibility.

b. LT Arnold did not exercise proper control over delegated authority during the testing. He should have remained in the general area so that he could make periodic progress inspections and answer whatever questions, if any, developed during the tests.

c. LT Arnold over-controlled the authority he delegated and explained too much to the subordinates, which tended to stifle their initiative.

d. LT Arnold neglected to require periodic progress reports on the progress of the mission.

Question 8.




Select the statement which correctly explains the positions of line and staff authority which are represented by the diagram above.

a. The CO and XO are line officers, whereas the Chief Engineer and Legal Officer are staff officers.

b. The CO and Chief Engineer are line officers, and Legal Officer and XO are staff officers.

c. The CO, XO, and Chief Engineer are line officers, and the Legal Officer has a staff function.

d. The CO, XO, and Legal Officer are line officers and the Chief Engineer has a staff function.

Question 9.

Marine LT Moller commanded a Combined Action Platoon in Phu Loc District. He normally received his orders directly from the G-5. For the past three months his platoon had operated in Phu My village and the village had been completely pacified due to the efforts of Moller's CAP Team. LT Jurgens of G-5, at III MAF HQS in Da Nang, was given functional authority over the pacification effort in Thua Thien Province, since the G-5 was busy with other matters. LT Jurgens chose Phu Nhu village as the CAP Team's new assignment. Phu Nhu had a history of being an exceptionally peaceful village, with little evident Viet Cong influence. LT Moller suggested that his team be assigned to Phu Hoa village instead, since it was located along an important VC supply route. Moller emphasized the importance of gathering intelligence in addition to providing a showplace model for the pacification effort. LT Jurgens said that repeated attempts had been made to pacify Phu Hoa, but all had been unsuccessful. LT Moller maintained that LT Jurgens had little knowledge of the realities of the situation.

Select the statement which correctly states the next step LT Moller and Jurgens should take to resolve their conflict.

a. LT Jurgens should inform LT Moller that his decision is final, and that other considerations were more important than those LT Moller suggested.

b. LT Moller should subtly point out to LT Jurgens the fact that he was more experienced in pacification matters.

c. Both LT Moller and LT Jurgens should discuss their differences with the G-5, who will decide what village should be pacified next.

d. The G-5 should be informed of the conflict, and LT Jurgens should use his position to influence him.

Question 10.

From the following choices, select the statement that correctly describes the change in authority of a staff officer who is delegated a functional authority.

a. When a commander chooses to delegate authority to line officers or other subordinates to accomplish a special task it is termed "functional."

b. When a commander chooses to delegate to certain staff officers, or other subordinates, a special temporary authority status, it is termed "functional."

c. When a commander chooses to delegate authority through a chain of command for a special purpose it is termed "functional," and it is for an indefinite time.

d. When a commander chooses to establish a chain of direct authority relationship from superior to subordinate throughout the entire organization it is termed "functional."

Question 11.

Refer to Question 9, in which LT Moller, a CAP team leader, and LT Jurgens, a G-5 staff officer, disagreed over the assignment of Moller's CAP team to Phu Nhu village.

Select the statement which describes the advantages and disadvantages of functional authority as illustrated by the above situation.

a. LT Jurgens' functional authority is advantageous because he is now being used more efficiently than before. It is disadvantageous since LT Jurgens cannot be held accountable for his actions.

b. LT Jurgens' functional authority is advantageous because he had extensive experience as a CAP team leader before assuming a staff position. It is disadvantageous because LT Jurgens could be more effectively utilized as a CAP team leader.

c. LT Jurgens' functional authority is advantageous because it relieves the G-5's burden of decision making in special functional areas. It could be disadvantageous because the G-5 possibly over-delegated authority to LT Jurgens.

d. All of the above

Question 12.

From the following choices, select the statement that correctly describes the governing factors involved in line-staff relationships.

a. The function and authority of the senior commander are the governing factors in line-staff relationships.

b. The authority granted to staff officers and the interrelationship of the senior commander are the governing factors in line-staff relationships.

c. The behavior and attitude of the senior commander are the governing factors in line-staff relationships.

d. The "by direction" authority and functional authority of the senior commander are the governing factors in line-staff relationships.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Six SEGMENT III

REMEDIATION TEXT Syndactic Text - Vol VI-B

| ITEM | ANSWER | REMEDIATION REFERENCE |
|---|---|---|
| 1 | c | Summary 1: Pages 1-3 |
| 2 | b | Summary 1: Pages 1-2 |
| 3 | d | Summary 1: Pages 2-3 |
| 4 | c | Summary 2: Pages 27-28 |
| 5 | d | Summary 2: Pages 28-29 |
| 6 | a | Summary 3: Pages 47-48 |
| 7 | b | Summary 3: Pages 47-48 |
| 8 | c | Summary 4: Pages 63-64 |
| 9 | c | Summary 4: Pages 63-64 |
| 10 | b | Summary 4: Pages 63-64 |
| 11 | c | Summary 4: Page 64 |
| 12 | c | Summary 5: Pages 85-87 |
| 13 | | |
| 14 | | |
| 15 | | |

United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART SIX

## AUTHORITY AND RESPONSIBILITY

### Segment IV

### Responsibility

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

## FOREWORD

*"Yes, Sir, I would gladly accept responsibility, but I wouldn't want to be blamed if something went wrong."*

*Anonymous*

A fine balance exists between authority and responsibility. This segment completes the cycle begun in segment I by relating the interdependent characteristics of responsibility and authority. Of no small importance is the emphasis on the moral responsibility of the naval officer.

# RESPONSIBILITY

## Summary 1

## Concept of Responsibility

### Responsibility Detailed in Navy Regulations

The major aspects of responsibility as practiced in the Navy are given in Navy Regulations, Article 0701:

1) The responsibility of the commanding officer for his command is absolute, except when, and to the extent, relieved therefrom by competent authority, or as provided otherwise in these regulations. The authority of the commanding officer is commensurate with his responsibility, subject to the limitations prescribed by law and these regulations. While he may, at his discretion, and when not contrary to law or regulations, delegate authority to his subordinates for the execution of details, such delegation of authority shall in no way relieve the commanding officer of his continued responsibility for the safety, well-being, and efficiency of his entire command.

2) A commanding officer who departs from his orders or instructions or takes official action which is not in accordance with such orders or instructions, does so upon his own responsibility and shall report immediately the circumstances to the officer from whom the prior orders or instructions were received.

### Definition and Relationship to Authority

Responsibility may be defined as the obligation which is exacted from an individual to accomplish the duties which have been assigned to him within an organization. Responsibility

comes into existence because a person with authority requires assistance from an individual and delegates authority for performance of needed specific work to the individual--the acceptance of the obligation by the individual to perform the work creates his (the individual's) responsibility. In other words, the authority to perform and accomplish a specific task flows from the superior (senior) to the subordinate, and responsibility is the obligation which is exacted from the subordinate to accomplish the task as required by his superior.

When a superior delegates authority, he cannot abdicate his responsibility. Ultimate responsibility is retained, even though authority may be delegated to a subordinate and responsibility exacted from him.

Responsibility generally involves a series of delegatee-delegator (subordinate-senior) relationships. It is important to emphasize that in these series of relationships, the subordinate is responsible only to the immediate senior from whom he received his authority. See Figure 1 on the next page.

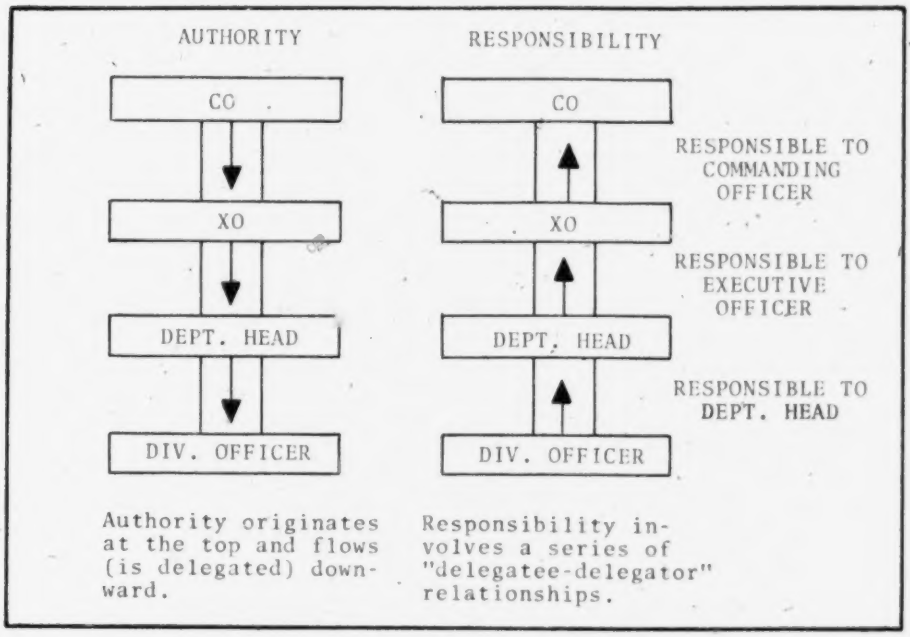



Figure 1. Authority and Responsibility

Equality of Authority and Responsibility

When duties are assigned and responsibility exacted for accomplishment of those duties, sufficient authority to perform the duties must be delegated to the subordinate being held responsible. This is necessary because responsibility can be exacted only to the extent that decision-making authority is delegated. Inequality between delegated authority and assigned responsibility produces the following undesirable results.

1) If authority exceeds responsibility, misuse or abuse of authority may result.

2) Responsibility without adequate authority may embarrass and frustrate the delegatee and diminish his loyalty to the organization.

However, there are exceptions. For example, in an emergency an individual may exceed his delegated authority without criticism.

Occasionally, when a subordinate is delegated authority to accomplish a task, he cannot accomplish the task despite his best efforts. He can be held responsible only for best use of his efforts (e.g., quota for recruits cannot be filled).

Fixed Responsibility

When a subordinate accepts responsibility (and commensurate authority) it becomes "fixed," i.e., the obligation to perform the task is placed squarely upon the subordinate, and it is up to him to carry out the function properly and efficiently.

The fixation of definite responsibility is important because it helps to develop the subordinate, assists in getting the work accomplished, and minimizes "buck passing."

---

This is the end of Summary 1. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 1

Concept of Responsibility

Answer the following questions as indicated in your Student Guide.

---

1. Which statement correctly describes a relationship between delegation of authority and responsibility?

   a. When authority to perform and accomplish a task is delegated, the delegator retains the ultimate responsibility for what the delegatee does or does not accomplish.

   b. Delegation refers to the granting of permission (authority) to a subordinate to take actions necessary to perform duties assigned, whereas responsibility refers to the obligation which is exacted from the subordinate to accomplish the duties as required by his superior.

   c. Both of the above

   d. None of the above

---

2. What effect does delegation of authority have on a leader's responsibility?

   a. When a subordinate accepts responsibility, it becomes fixed; therefore, a leader is absolved of any responsibility for ineffective task performance.

   b. Delegation of authority does not in any way relieve the leader of his continued responsibility.

   c. The extent of delegation of authority determines the degree of the leader's responsibility.

   d. A leader can be held responsible for a subordinate's actions only if he fails to report ineffective task performance to his seniors.

3. When a subordinate accepts responsibility and commensurate authority to carry out promptly and efficiently the functions assigned by his senior, one might refer to that responsibility as being:

a. Fixed

b. Ultimate

c. Commensurate

d. Variable

---

4. In a series of delegator-delegatee (senior-subordinate) relationships, the subordinate is:

a. Responsible only to the most senior officer

b. Responsible only to the immediate senior from whom he received his authority

c. Responsible to all the officers above him in the chain of command

d. Responsible only to himself, since once a duty is delegated, responsibility rests with the person to whom the duty is assigned

---

5. The process of delegation involves:

a. The delegation of responsibility, the assignment of tasks, and the creation of an obligation on the part of the subordinate

b. The delegation of duties, the assigning of responsibility, and the acceptance of responsibility by the subordinate

c. The assignment of tasks, the delegation of authority and the exaction of responsibility

d. The delegation of authority with commensurate responsibility and the exaction of ultimate authority

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Now, check your answers.

---

ANSWERS TO SUMMARY PRE-QUIZ 1

1. c
2. b
3. a
4. b
5. c

---

If all your answers are correct, go to Summary 2 on page 27. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Concept of Responsibility

OVERVIEW: In this frame sequence, you will learn to discriminate between the concepts of authority and responsibility as well as understand the relationship which exists between them.

---

1 Responsibility may be defined as the obligation which is exacted from an individual to accomplish the duties which have been assigned to him within an organization.

This means that:

a. A superior, on the basis of his formal position, has the power to force subordinates to do their duties.

b. A subordinate has an obligation to perform the duty as required by his superior.

2 LT Roma has just ordered MIDN Watson to have his at sea training watch quarter and station bill brought up to date before the next midshipman division officers' meeting. MIDN Watson replies, "Aye, aye, sir."

Which correctly states the relationship between authority and responsibility?

a. The responsibility to accomplish a task originates at the top and flows (is delegated) downward. Authority comes into existence with the acceptance of the obligation by the subordinate to perform the work.

b. The authority to perform and accomplish a specific task flows from the superior (senior) to the subordinate, and responsibility is the obligation which is exacted from the subordinate to accomplish the task.

---

3 Responsibility refers to:

a. The obligation of a subordinate to perform the duty as required by his superior

b. Obligating an individual to accomplish the duties which have been assigned him within an organization

c. Both of the above

d. None of the above

Refer to Figure 2 below in answering Frames 4 through 6.

EXTRACT FROM U.S. NAVY REGULATIONS, ARTICLE 0701

1. The responsibility of the commanding officer for his command is absolute, except when, and to the extent, relieved therefrom by competent authority, or as provided otherwise in these regulations. The authority of the commanding officer is commensurate with his responsibility, subject to the limitations prescribed by law and these regulations. While he may, at his discretion, and when not contrary to law or regulations, delegate authority to his subordinates for the execution of details, such delegation of authority shall in no way relieve the commanding officer of his continued responsibility for the safety, well-being, and efficiency of his entire command.

2. A commanding officer who departs from his orders or instructions, or takes official action which is not in accordance with such orders or instructions, does so upon his own responsibility and shall report immediately the circumstances to the officer from whom the prior orders or instructions were received.

Figure 2. Responsibility Detailed in Navy Regulations

4 Which is true of a Commanding Officer's responsibility?

a. The responsibility of the Commanding Officer for his command is absolute.

b. The extent to which authority is delegated determines the degree of responsibility imposed on the Commanding Officer.

c. Both of the above

d. None of the above

5 Which of the following statements correctly explains the intent of the Navy regulations covering the responsibility of the Commanding Officer?

a. The more a Commanding Officer delegates authority, the more he is relieved of responsibility.

b. A Commanding Officer may delegate authority, but he cannot assign responsibility to a subordinate.

c. A Commanding Officer may assign responsibility, but he cannot delegate authority to a subordinate.

d. No matter how much authority a Commanding Officer delegates, he is in no way relieved of his responsibility for the safety, well-being, and efficiency of his entire command.

---

6 Which statement is true of a Commanding Officer's responsibility for departure from orders?

a. Navy regulations recognize that a Commanding Officer is expected to exercise initiative but must report deviations from orders promptly.

b. Navy regulations recognize that if a Commanding Officer departs from orders, he will be held accountable for his decision--whether the result be a "well-done" or a reprimand.

c. Both of the above

d. None of the above

7 The concept of responsibility as stated in Navy regulations would also apply to any person in a position of authority. This means that when an individual delegates authority:

a. He retains ultimate responsibility.

b. He abdicates his responsibility.

c. He retains only part of the responsibility.

d. None of the above

---

8 Ultimate responsibility is retained, even though authority may be delegated to a subordinate and responsibility exacted from him.

Which is an example of retention of ultimate responsibility?

a. Prior to take-off, the Commanding Officer of the jet attack squadron briefed the pilots. He instructed them to fly in two plane sections to get the maximum navigation training. Noting that there were thunderstorm warnings posted along their routes, he ordered the section leaders to abort the mission rather than fly into any severe weather. One section leader disregarded this order, and he and his wingman were forced to eject from their planes when they became disoriented in a severe thunderstorm. As a result of this incident, the Commanding Officer was relieved of his command.

b. After his ship had left the naval base pier and headed down the channel to sea, the Captain turned the conn over to the OOD with a warning to "keep her in the middle of the channel." The board of investigation that was convened after the ship had gone aground recommended that the Commanding Officer stand trial by general court-martial.

c. Both of the above

d. None of the above

Refer to Figure 3 below in answering Frames 9 and 10.

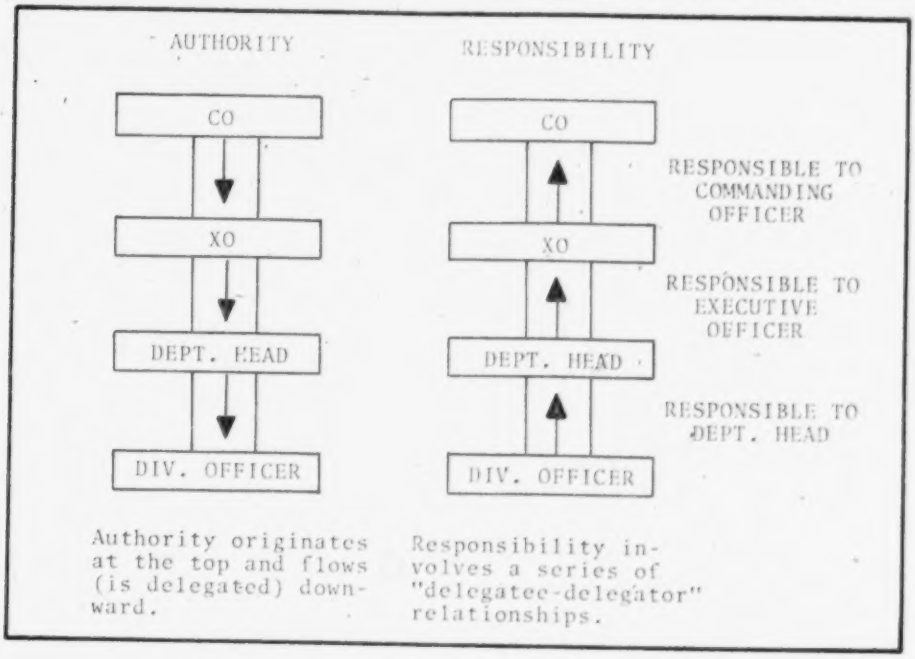


Figure 3. Authority and Responsibility

9 Which statement is true of responsibility?

a. Responsibility originates at the top and flows (is delegated) downward.

b. Responsibility involves a series of "delegatee-delegator" relationships.

c. Both of the above

d. None of the above

10 In any series of delegatee-delegator (subordinate-senior) relationships, the subordinate is responsible only to the immediate senior from whom he received his authority. In Figure 3, to whom would the department head be responsible?

a. Division Officer
b. Executive Officer
c. Commanding Officer
d. None of the above

---

11 Commander Carrier Division Five, RADM Waddell, had just come aboard his new flagship. The flagship Commanding Officer, CAPT Jackson, told the XO, "Break the Admiral's flag." The XO, CDR Henderson, relayed this order to the ship's Navigator. LCDR Garcia, the Navigator, passed it along to the N Division Officer. LTJG Horton, N Division Officer, in turn gave the order to his chief petty officer. CPO Hughes followed this right on down the line through the watch section leader, QM2 Kowalski. Kowalski then told QMSN Toft to "Break the Admiral's flag." Toft carried out Kowalski's order.

In the above series of delegatee-delegator relationships, to whom was Kowalski responsible?

a. RADM Waddell, the senior officer
b. CAPT Jackson, his Commanding Officer
c. CPO Hughes, his immediate supervisor
d. All of his superiors in the chain of command

12 LCDR Enders, First Lieutenant aboard an LPH, has told his 2nd Division Officer that he wants all the boats painted during the next "at sea" period. He is aware that in making the 2nd Division Officer responsible to him for this task, certain concessions may have to be granted. The 2nd Division Officer informs LCDR Enders that he can get the job done only if he can get his men off the watch bill and use them whenever necessary. Otherwise, it would be impossible and he wouldn't want to accept responsibility for an impossible task. LCDR Enders grants his request.

From this example, you can infer that:

a. When duties are assigned and responsibility exacted for accomplishment of those duties, sufficient authority to perform the duties must be delegated to the subordinate being held responsible.

b. Responsibility can be exacted only to the extent that decision-making authority is delegated.

c. Both of the above

d. None of the above

---

13 Which statement correctly defines the relationship to be maintained between authority and responsibility?

a. Authority and responsibility should be commensurate, i.e., equal.

b. Responsibility should always exceed delegated authority so that the subordinate will understand the importance of his duties.

c. Both of the above

d. None of the above

14 An undesirable result can occur when responsibility is exacted without adequate authority being delegated.

The Supply Officer, who was responsible for receiving and storing, needed more men than were assigned to him so that he could complete striking the stores below before commencement of weekend liberty. He therefore requested that the OOD assign him a working party to expedite the task. The OOD denied his request by telling him that only the XO could approve working parties and that he had gone ashore early for the weekend.

Responsibility without adequate authority may:

a. Cause tasks to go unfinished

b. Embarrass and frustrate the delegatee and diminish his loyalty to the organization

c. Both of the above

d. None of the above

15 The following is an example of inequality between authority and responsibility.

The OOD on the mid-watch turned the conn over to the JOOW so he could go to the pilothouse of the darkened ship to recheck the night order book. As he left the bridge, he ordered his JOOW to "keep her on station in the formation and call me if anything comes up." Unknown to either the OOD or the JOOW, a DD in the screen chose that instant to unexpectedly turn toward their ship. Peering through the darkness, the JOOW suddenly saw the DD bearing down on them. He immediately realized that he did not have enough time to inform the OOD and that he had to take immediate steps to try to avoid the on-rushing DD and, at the same time, prepare his ship for the almost inevitable collision. His prompt actions not only averted the collision but also alerted every man on board to the emergency situation. The Captain, who arrived on the bridge just in time to see the errant DD miss them by less than the length of a heaving line, turned to the JOOW and remarked, "Any JO who can react that well in an emergency is certainly qualified to be standing OOD watches. You have the eternal gratitude and respect of all of your shipmates, Mr. Horton."

From the example, you may infer that:

a. Exceptions to the principle of coequality between authority and responsibility may occur in an emergency when an individual may exceed his delegated authority without criticism.

b. Whenever a junior officer sees the opportunity to take on more responsibility than he currently has, he should seize it.

c. Both of the above

d. None of the above

16 Which correctly identifies the consequences of responsibility outweighing authority?

a. A misuse or abuse of responsibility may result if responsibility outweighs authority.

b. Subordinate will "assume" enough authority to match his responsibility so he can get the job done.

c. Both of the above

d. None of the above

17 Occasionally, when a subordinate is delegated authority to accomplish a task, he cannot accomplish the task despite his best efforts. He can be held responsible only for the best use of his efforts.

Which of the following is a violation of this rule?

a. LT Ford, MPA aboard a cruiser, has just informed his B Division Officer, ENS Blacksmoke, that B division is to clean firesides on all boilers during the next upkeep period. Since this task will require many extra man-hours of work, LT Ford assures ENS Blacksmoke that B division personnel, other than those needed for an auxiliary steaming watch, will have no other details assigned. ENS Blacksmoke feels it is more crucial that the upkeep time be spent overhauling the safety valves and the superheater flow regulators. He noted that none of the boilers had been fired enough hours between fireside cleaning to make another cleaning mandatory. B division "turned to" on those tasks plus the job LT Ford assigned. Later, when the upkeep period was almost over, the firesides hadn't been cleaned. LT Ford reprimanded ENS Blacksmoke for not carrying out his instructions.

b. A new DD Captain informs his XO that he wants a "destroyer record" set for the Navy Relief drive. He points out that a day's pay might be a guideline contribution and that if this amount is achieved throughout the ship, he'll consider the drive a success. The XO plans for an intensive campaign, organizing committees which include all elements of the ship. While the ship did obtain contributions totalling over $1000, a new high, this was far short of the Captain's goal. The Captain held the XO responsible for not accomplishing the goal.

c. Both of the above

d. None of the above

18 A Marine recruiting sergeant is informed that his quota for enlistments is being increased by 10 percent for the next month. Despite his best efforts, his rate of new enlistees actually turns out to be lower than the previous month's level.

What responsibility can be exacted by the sergeant's superiors?

a. Full responsibility should be exacted from the recruiting sergeant, since the goal which was set was not achieved.

b. The sergeant should not be held responsible for failure since he did his best.

c. Both of the above

d. None of the above

---

19 When a subordinate accepts responsibility, the obligation to perform the task promptly and efficiently is squarely upon him.

This means that:

a. Responsibility becomes fixed, i.e., he can be held responsible (if he can fully comply) for poor or inefficient task performance.

b. Since responsibility is ultimately held by the superior, the subordinate is absolved of all responsibility.

c. Both of the above

d. None of the above

20 A consequence of fixed responsibility is that it forces a subordinate to think and utilize initiative, and thus provides an opportunity for improvement of leadership qualities.

You can infer that fixed responsibility:

a. Helps to develop subordinates

b. Limits a subordinate's exercise of initiative

c. Both of the above

d. None of the above

---

21 A subordinate's acceptance of the obligation to do a task relieves the work load of the superior and gives him time to attend to other matters.

Therefore, another consequence of fixed responsibility is that:

a. It reduces superiors' responsibility.

b. It assists in getting work accomplished.

c. Both of the above

d. None of the above

---

22 Fixed responsibility allows the pinpointing of the individual charged with carrying out a specific task.

From this you can infer that fixed responsibility:

a. Helps to develop subordinates

b. Minimizes buck passing

c. Both of the above

d. None of the above

23 Which correctly identifies positive consequences resulting from a subordinate's acceptance of responsibility (fixed responsibility)?

a. Buck passing is minimized, and work accomplishment is aided.

b. Development of subordinates is reduced, but work accomplishment is more efficient.

c. Both of the above

d. None of the above

---

24 . The principle of ultimate responsibility states:

The responsibility of higher authority for the acts of its subordinates is absolute.

Therefore, one can say:

a. Authority may be delegated to a subordinate and responsibility exacted from him.

b. A senior can delegate authority to a subordinate, but he cannot delegate any of his responsibility.

c. Both of the above

d. None of the above

---

This is the end of Programed Sequence 1. Now, go to the next page and take the Quiz.

Summary Post-Quiz 1

Concept of Responsibility

Answer the following questions as indicated in your Student Guide.

---

1. Which statement correctly describes a relationship between delegation of authority and responsibility?

   a. When authority to perform and accomplish a task is delegated, the delegator retains the ultimate responsibility for what the delegatee does or does not accomplish.

   b. Delegation refers to the granting of permission (authority) to a subordinate to take actions necessary to perform duties assigned, whereas responsibility refers to the obligation which is exacted from the subordinate to accomplish the duties as required by his superior.

   c. Both of the above

   d. None of the above

---

2. What effect does delegation of authority have on a leader's responsibility?

   a. Delegation of authority in no way relieves the leader of his continued responsibility.

   b. When a subordinate accepts responsibility, it becomes fixed; therefore, a leader is absolved of any responsibility for ineffective task performance.

   c. A leader can be held responsible for a subordinate's actions only if he fails to report ineffective task performance to his seniors.

   d. The extent of delegation of authority determines the degree of the leader's responsibility.

3. When a subordinate accepts responsibility and commensurate authority to carry out promptly and efficiently the functions assigned by his senior, one might refer to that responsibility as being:

a. Commensurate

b. Ultimate

c. Fixed

d. Variable

---

4. In a series of delegator-delegatee (senior-subordinate) relationships, the subordinate is:

a. Responsible only to himself, since once a duty is delegated, responsibility rests with the person to whom the duty is assigned

b. Responsible only to the most senior officer

c. Responsible to all the officers above him in the chain of command

d. Responsible only to the immediate senior from whom he received his authority

---

5. The process of delegation involves:

a. The delegation of authority with commensurate responsibility and the exaction of ultimate authority.

b. The assignment of tasks, the delegation of authority, and the exaction of responsibility.

c. The delegation of duties, the assigning of responsibility, and the acceptance of responsibility by the subordinate.

d. The delegation of responsibility, the assignment of tasks, and the creation of an obligation on the part of the subordinate.

Now, check your answers.

---

ANSWERS TO SUMMARY POST-QUIZ 1

1. c
2. a
3. c
4. d
5. b

---

Now, go to Summary 2 on the next page.

Summary 2

## Responsibility in a Military Organization

### Toward Mission Accomplishment

Viewed internally with respect to the mission, responsibility may be defined as the obligation of a subordinate (to whom a duty has been assigned) to perform the duty; i.e., the essence of responsibility is obligation. Further, in order to accomplish the mission, delegation of authority with commensurate responsibility must take place throughout the organization.

### Moral Responsibility

In contrast to the above, you should recall your earlier study of moral responsibility (Part One, Segment II). A good working definition of moral responsibility is: the obligation of each military leader to promote and safeguard the personal, moral, physical and spiritual well-being, and the general welfare, of the personnel under his authority.

Though definitive guidelines and directives are seldom provided to specifically fulfill moral responsibilities, the effective leader will find that they are omnipresent and an inescapable part of his life.

### Conflicting Responsibility

In his exercise of leadership, the leader is frequently faced with conflicting responsibilities. For example, he has the responsibility for accomplishment of his assigned mission, which may require him to expose his men (and himself) to

injury or death. At the same time, he is also charged with the responsibility for the welfare of his men. Conflicting responsibilities are ranked according to priority, and in the military, the mission is the leader's primary responsibility.

Avoidance of Dual Subordination

One of the most widely recognized principles of organization is that no member of an organization should report to more than one superior. Since an individual cannot serve two masters well, dual subordination should be avoided. However, in some cases, dual subordination is justified. For example, a junior officer may be assigned additional duties for which he is responsible to an officer who is not his regular senior.

Responsibility for Departure From Orders

You will recall that Navy regulations assign personal responsibility to the commanding officer who deviates from orders (Navy Regulations, Article 0701.2). This concept also applies to any person in authority who for any reason deviates from his orders. He must accept the responsibility for his decision and report the circumstances immediately to the senior from whom he received his orders.

Responsibility and the Junior Officer

Since junior officers should seek responsibility and develop a sense of responsibility among their subordinates, a junior officer would do well to study the functions of his senior thoroughly to be prepared to accomplish any assigned task at any time the opportunity might present itself. In

this manner the junior officer can then seek additional responsibility and accomplish it well.

One way a junior officer can enable subordinates to improve their qualifications and sense of responsibility is by proper delegation of authority to qualified personnel. The leader should also be prepared to give appropriate reward for good performance when greater responsibility is exacted. Proper delegation of authority can be motivating to many subordinates.

Seeking Leadership

Why do people actively seek leadership? The most compelling reason can probably be stated as job satisfaction for the leader. The idea that one can influence the course of events, the impelling urge to "make a difference" and experience a real involvement in life, are strong motivating forces. Attaining a position where one can influence events and be involved is tremendously rewarding and satisfying to the leader. Then too, the satisfaction derived from increased rewards in the form of pay, prestige and perquisites, is obvious.

On the other hand, recognizing that not everyone has the drive to be dominant and self-assertive, but willingly accept follower roles, some men seek leadership to provide greater job satisfaction and a better life for their followers.

---

This is the end of Summary 2. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 2

Responsibility in a Military Organization

Answer the following questions as indicated in your Student Guide.

---

1. Which correctly explains the relationship of the organization to delegation of authority with commensurate responsibility?

   a. To accomplish the mission, delegation of authority with commensurate responsibility must take place throughout the organization.

   b. Effective mission accomplishment requires that responsibility and authority be delegated throughout the organization's chain of command.

   c. Both of the above

   d. None of the above

---

2. WHich statement correctly defines moral responsibility?

   a. The obligation of each military leader to promote and safeguard the personal, moral, physical, and spiritual well-being, and the general welfare, of the personnel under his authority

   b. The obligation of a military leader to look after his men and to cooperate and help his contemporaries fulfill their moral responsibilities

   c. Both of the above

   d. None of the above

3. A former classmate and close friend of LTJG Paly has been assigned a subordinate role in LTJG Paly's unit. In the near future, this unit is to undertake a vital and hazardous mission in which the unique training and skills of LTJG Paly's friend could play the decisive part. LTJG Paly is naturally reluctant to place his good friend's life in jeopardy.

In this situation, where does LTJG Paly's primary responsibility lie?

a. To his friend--expose him to no greater danger than other members of the unit

b. To all other members of the unit--expose them to no greater danger than his friend

c. To the mission--at whatever cost of successful accomplishment

d. None of the above

---

4. A situation in which an individual is assigned additional duties for which he is responsible to a senior who is not his regular senior describes:

a. Delegated authority

b. Dual subordination

c. Multiple duties

d. Assignment of responsibility

5. Which statement correctly explains the action required of an individual who deviates from his delegated authority (Navy Regulations Article 0701)?

a. Report immediately the circumstances to the senior from whom prior orders were received.

b. Request permission to depart from orders, and if unable to do so, refrain from any deviation of original orders.

c. Accept responsibility for any decision involving departure from orders and make appropriate entry in the ship's log or corresponding journal.

d. No action is required since an officer is expected to exercise his initiative and good judgment.

---

Now, check your answers on page 34.

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ANSWERS TO SUMMARY PRE-QUIZ 2

1. a
2. a
3. c
4. b
5. a

---

If you missed one or more questions, go to the next page and go through Programed Sequence 2.

Programed Sequence 2

Responsibility in a Military Organization

OVERVIEW: In this frame sequence, you will learn about responsibility and its relationship to mission accomplishment. You will also learn about conflicting responsibility, dual subordination, responsibility when departing from orders, and responsibility as it specifically applies to the junior officer.

1 Viewed internally with respect to the mission, responsibility may be defined as the obligation of a subordinate to perform an assigned duty.

Which is an example of a subordinate fulfilling his obligation to perform an assigned duty?

a. CDR Bowie was leading his understrength fighter squadron toward an overwhelming attacking enemy force of dive and torpedo bombers with a large fighter cover. During his briefing in the ready room, he had emphasized the importance of breaking up this enemy force to prevent them from making a coordinated attack on the carrier and its escorts. Therefore, the dive and torpedo bombers were to be the primary targets. When the enemy forces were sighted, CDR Bowie deployed his divisions into attack position, reminding them to maintain their attacking pressure on the main enemy body leaving the few that slipped through for the shipboard antiaircraft batteries. Shortly after the enemy was engaged, LTJG Vescovi noticed that some enemy planes were slipping through the defenses and heading for the surface ships. Seeing an opportunity to destroy them, Vescovi led his section away from the main engagement and shot down six of the enemy while his wingman accounted for two more.

b. The Task Force Commander had his ships steaming at an unusually high speed. High speed was the only tactic he had to offset the severe shortage of destroyers in the ASW screen. At high speed, his ships would present a very difficult target to the lurking enemy submarines. Suddenly a lookout spotted the wakes of a torpedo spread, but before anyone could react, one of the cruisers erupted in a series of violent explosions. The ship sank rapidly leaving a hundred or more survivors in the shark-infested waters. The Captain of one of the screening DD's started to change course toward the men he could plainly see struggling in the water, but before he gave the order to change course, he realized he could not leave his screening station without placing his own and the other ships of the force in grave danger. Therefore, he ordered the OOD to maintain the ship on station in the force which was rapidly leaving the ill-fated survivors astern.

c. Both of the above

d. None of the above

2 Mission accomplishment requires that delegation of authority with commensurate responsibility to accomplish the task assigned occur throughout the organization.

Which is an example of this?

a. The Captain of the fighter squadron told the XO to schedule a plane inspection on Friday. The XO called in the Operations, Administrative, and Maintenance Officers to tell them there would be a plane inspection at 1500 on Friday. The Operations Officer informed the Flight Officer of the inspection. The Administrative Officer told the personnel officer who in turn informed the leading chief. The chief prepared the Plan of the Day for Friday scheduling the plane inspection. Meanwhile, the Maintenance Officer informed the line and other maintenance department division officers. The line officer then contacted the Flight Officer to request that all flights be completed by 1200 to allow time to prepare the planes for inspection. The Flight Officer agreed and made out the flight schedule accordingly.

b. The Midshipman Battalion Commander called his company commanders together to plan their forthcoming participation in the presidential inaugural day parade in Washington. He assigned a separate practice schedule for each company. At each company practice, he diligently made notes of areas to be corrected, and then instructed each platoon until he was satisfied with their performance and motivation. When he had prepared each company to his satisfaction, the battalion practice was scheduled.

c. Both of the above

d. None of the above

3 Which statement correctly defines responsibility when viewed internally with respect to the mission?

a. The obligation of a subordinate to perform the duty assigned to him

b. The principal goal toward which a subordinate's action is directed

c. Both of the above

d. None of the above

---

4 Which correctly explains the relationship of the organization to delegation of authority with commensurate responsibility?

a. Mission accomplishment is ensured if a chain of delegated responsibility is established extending from each delegator to delegatee level throughout the entire organizational structure.

b. Effective mission accomplishment requires that delegated authority with commensurate responsibility occur throughout the organization.

c. Overdelegation of authority and responsibility allows a superior to extend his area of operations and thus maximizes organizational effectiveness.

d. Delegated authority must take place throughout the chain of command within the organization to assure acceptance of responsibility.

5 The leader has the moral responsibility for the well-being and general welfare of the personnel under his authority.

Which of the following are aspects of the followers well-being for which the leader is responsible?

a. Moral and personal well-being

b. Physical and spiritual well-being

c. Both of the above

d. None of the above

---

6 During liberty, a heavy storm arises which forces the Command Duty Officer to secure all boating. Knowing that the men on liberty will be unable to return to the ship, the CDO alerts the beach guard and shore patrol that boating is secured and explains why. In addition, he seeks accomodations for his men ashore.

What moral responsibility has the Command Duty Officer shown?

a. Preserving the moral and spiritual well-being of the personnel

b. Promoting and safeguarding the physical well-being and general welfare of the personnel

c. Both of the above

d. None of the above

7 Conflicting responsibilities are ranked according to priority. In the military, the mission is the individual's primary responsibility.

Which is a violation of this rule?

a. The U.S.S. Straitjacket has arrived in San Diego. Unknown to ENS Snipps, his parents and girl friend are in town to surprise him. They naturally expect him to have evenings and weekends free to visit and go sightseeing. ENS Snipps, however, has many pressing duties to attend to, and consequently, is unable to visit as much as he would like.

b. LTJG Oso is the Communications Officer aboard a nuclear submarine which requires him to be away from home for several months at a time. His wife is expecting a baby any day, and naturally wants him to be present when the birth occurs. LTJG Oso, however, informs her that his ship is scheduled to depart shortly for an unexpected short cruise and he will be on board.

c. Both of the above

d. None of the above

8 ENS Sanchez is assigned as OI Division Officer aboard a DD. He is the only wardroom officer with a Mexican-American heritage. The men of his division are predominantly of Anglo-Saxon origin; yet in other divisions aboard, particularly in the deck force and engineering departments, there are several men who have Spanish surnames. ENS Sanchez feels responsible to his seniors aboard the DD, to the men of the OI Division, and to those crew members who, like himself, have Spanish surnames. The many allegiances to which ENS Sanchez feels responsible often represent conflicting situations.

Which of the following should have top priority concerning ENS Sanchez?

a. His OI Division--his subordinate group and their welfare

b. Other Mexican-American personnel--they are a minority group

c. His mission--in support of his superiors

d. Himself

---

9 Dual subordination refers to the placing of an individual under two different superiors for two different jobs. Since an individual cannot serve two masters well, you might infer that:

a. Dual subordination should be avoided if possible.

b. Dual subordination is a source of conflicting responsibilities.

c. Both of the above

d. None of the above

10 Often, dual responsibility is necessary for mission accomplishment and cannot be avoided. For example, aboard ship the ship's secretary may be responsible to (1) the CO as his personal secretary, (2) the XO for the performance of other assigned duties, and (3) the Executive Staff Division Officer for the general administration of personnel assigned to the Captain's office.

Which would be an example of dual subordination that a junior officer might encounter?

a. A situation in which an ensign, who is the 2nd Division Officer, has the additional duties of lookout officer

b. A situation in which an ensign, who is the OI Division Officer aboard a DD, receives TAD orders to the shore patrol

c. Both of the above

d. None of the above

11 The regulation as stated in Figure 5 below also applies to any person in authority. This means that any individual in a position of authority who for any reason deviates from his orders, must:

a. Accept the responsibility for his decision and report the circumstances immediately to the senior from whom he received his orders.

b. Consider the mission first, without regard to his superior's orders, because his primary responsibility is owed to the mission and not to his immediate superior.

c. Both of the above

d. None of the above

EXTRACT FROM U.S. NAVY REGULATIONS, ARTICLE 0701.2

A commanding officer who departs from his orders or instructions or takes official action which is not in accordance with such orders or instructions, does so upon his own responsibility and shall report immediately the circumstances to the officer from whom the prior orders or instructions were received.

Figure 5

12 LT Bringalowe is Captain of a PC in the corn belt fleet (a term describing those surface units based in the Great Lakes). His sailing orders call for him to depart Buffalo and transit Lake Erie during daylight, and to anchor off Pelee Island overnight. Towards evening a noticeable wind picks up, and he is somewhat afraid that the strong wave action will make it unsafe for anchoring. He decides to deviate from his orders, preferring to ride out the storm in deeper water underway.

Which statement correctly describes the result of LT Bringalowe's deviation from his sailing orders?

a. LT Bringalowe's actions were correct under the circumstances; thus, he cannot be held responsible.

b. Once underway, a Captain's authority is absolute, so LT Bringalowe owes responsibility only to himself.

c. LT Bringalowe is responsible for his actions and will be held accountable for them.

d. A Captain's primary concern is for the safety of his ship; thus, responsibility cannot be assigned to LT Bringalowe if circumstances such as bad weather warrant departure from orders.

13 Refer to Frame 12 on the preceding page.

According to Navy regulations, what action would be required of LT Bringalowe as a result of his deviation from orders?

a. Entry of all facts in the ship's log

b. Explanation for departure from orders to immediate superior

c. Explanation of deviation from orders to senior from whom orders were received

d. All of the above

---

14 Junior officers should seek responsibility and develop a sense of responsibility among their subordinates.

Which is an example of "seeking responsibility"?

a. A junior officer who understudies the functions of his senior to be prepared to accomplish any assigned mission at any time the opportunity presents itself

b. A junior officer who delegates authority to his subordinates to improve their leadership qualities

c. Both of the above

d. None of the above

---

15 How might a junior officer apply that part of the principle of leadership that states "seek responsibility"?

a. Prepare diligently and quickly for OOD underway qualification

b. Seek a variety of assignments to gain experience to enhance command qualifications

c. Both of the above

d. None of the above

16 Since the Executive Officer aboard the U.S.S. Seapup, although charged with the supervision of the overall administration of the department heads, believes in giving full authority and complete freedom to his subordinates to run their departments, division officers and junior officers find themselves studying their seniors' functions and carrying out a limited amount of their seniors' tasks.

What part of the leadership principle is illustrated in this example?

a. Seeking responsibility

b. Developing a sense of responsibility among subordinates

c. Both of the above

d. None of the above

---

17 Most individuals like to measure up to the requirements of their jobs. When held completely responsible for a task (i.e., fixed responsibility), a person will execute his best efforts, since he wants to come through and demonstrate that he is competent and able.

From this, you may infer that a leader can develop a sense of responsibility among his subordinates by:

a. Evaluating a subordinate's work and, if below established standards, assigning the work to others.

b. The proper delegation of authority, since it is motivating to subordinates.

c. Both of the above

d. None of the above

18 As the OC Division Officer aboard an LPA, ENS Jenson has been assigned by his Commanding Officer to run a visual communications drill with other ships of the amphibious group. ENS Jenson knows that "playing flags" and other drills could be motivating to the signal bridge gang.

Which statement correctly explains how ENS Jenson can apply the leadership principle that states: A leader should develop a sense of responsibility among subordinates?

a. ENS Jenson should plan the drill and supervise its execution.

b. ENS Jenson should plan the drill but delegate authority to his subordinates to organize and execute the drill.

c. ENS Jenson can delegate authority to his subordinates to plan the drill and then supervise what they have done.

d. ENS Jenson can plan the drill and let his subordinates carry it out.

---

19 There are many reasons why individuals seek out responsibility, why they want to be leaders. Being in a position to set the example, to influence events and conditions; gaining personal and organizational prestige; being decorated, rewarded; helping someone else who doesn't want to be a leader--all are valid reasons why individuals seek leadership.

Select the statement(s) which state why individuals seek leadership.

a. Job satisfaction for leaders

b. Job satisfaction for followers

c. Both of the above

d. None of the above

---

This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

Responsibility in a Military Organization

Answer the following questions as indicated in your Student Guide.

---

1. Which statement correctly explains the action required of an individual who deviates from his delegated authority (Navy Regulations, Article 0701)?

a. Accept responsibility for any decision involving departure from orders and make appropriate entry in the ship's log or corresponding journal.

b. Report immediately the circumstances to the senior from whom prior orders were received.

c. Request permission to depart from orders, and if unable to do so, refrain from any deviation of original orders.

d. No action is required since an officer is expected to exercise his initiative and good judgment.

---

2. Which correctly explains the relationship of the organization to delegation of authority with commensurate responsibility?

a. To accomplish the mission, delegation of authority with commensurate responsibility must take place throughout the organization.

b. Effective mission accomplishment requires that responsibility and authority be delegated throughout the organization's chain of command.

c. Both of the above

d. None of the above

3. A former classmate and close friend of LTJG Paly has been assigned a subordinate role in LTJG Paly's unit. In the near future, this unit is to undertake a vital and hazardous mission in which the unique training and skills of LTJG Paly's friend could play the decisive part. LTJG Paly is naturally reluctant to place his good friend's life in jeopardy.

In this situation, where does LTJG Paly's primary responsibility lie?

a. To all other members of the unit--expose them to no greater danger than his friend

b. To his friend--expose him to no greater danger than other members of the unit

c. To the mission--at whatever cost of successful accomplishment

d. None of the above

---

4. Which of these correctly defines moral responsibility?

a. The obligation of a military leader to look after his men and to cooperate and help his contemporaries fulfill their moral responsibilities.

b. The obligation of each military leader to promote and safeguard the personal, moral, physical, and spiritual well-being, and the general welfare, of the personnel under his authority

c. Both of the above

d. None of the above

5. A situation in which an individual is assigned additional duties for which he is responsible to a senior who is not his regular senior describes:

a. Delegated authority

b. Multiple duties

c. Dual subordination

d. Assignment of responsibility

---

Now, check your answers on page 52.

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ANSWERS TO SUMMARY POST-QUIZ 2

1. b
2. a
3. c
4. b
5. c

---

This is the end of Part Six, Segment IV.

United States Naval Academy

# INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

## PART SIX
## AUTHORITY AND RESPONSIBILITY

### Segment IV
### Responsibility

### Progress Check

WESTINGHOUSE LEARNING CORPORATION
Annapolis, Maryland
1971

# RESPONSIBILITY

## PROGRESS CHECK

Question 1.

Select the statement which best clarifies the meaning of the NavRegs Art. 0701 statement to the effect that responsibility of the Commanding Officer is absolute.

a. Authority to perform and accomplish a specific task is absolute and derives from the fact that responsibility flows from the superior to the subordinate.

b. Authority to perform a specific task may be delegated, but responsibility is absolute and always remains with the Commanding Officer.

c. The responsibility of the Commanding Officer is subject to the limitations prescribed by law and lessens in proportion to the amount of delegated authority.

d. Responsibility of the Commanding Officer is absolute, due to the fact that all authority is derived from the acceptance of responsibility.

Question 2.

Select the statement which correctly describes the relationship between authority and responsibility.

a. Authority to perform and accomplish a specific task may be delegated. The contingent responsibility for the task flows in a like manner from the superior to the subordinate.

b. Responsibility for the performance of a specific task varies inversely with the amount of authority delegated.

c. Authority and responsibility are nearly identical concepts and flow equally from the superior to the subordinate.

d. The authority to perform and accomplish a specific task flows from the superior to the subordinate, and responsibility is the obligation which is exacted from the subordinate to accomplish the task. When an individual delegates authority, he cannot relinquish his responsibility. In addition, authority and responsibility should be commensurate.

Question 3.

CDR Donovan ordered LT Sisler to have all the 5-inch and 8-inch gun barrels cleaned and ready for inspection by Saturday morning. LT Sisler assigned this task with the appropriate delegated authority to ENS Rudeen. ENS Rudeen had planned to visit his parents Thursday and Friday; he told the CPO that the barrels were clean enough and did not need further cleaning.

Select the statement that describes the appropriate action ENS Rudeen should have taken.

a. ENS Rudeen should have told CDR Donovan that the gun barrels were clean enough for inspection.

b. ENS Rudeen should have had the men do a quick cleaning job, and reported the success to CDR Donovan.

c. ENS Rudeen should have had the men clean the barrels as LT Sisler stated.

d. ENS Rudeen should have delegated his authority and responsibility to the CPO.

Question 4.

Returning from class at 1455, MIDN Lawrence finds a note on his desk stating that he is to report to the OOW at the Main Office as soon as possible. MIDN Lawrence had earlier been directed by the coach of the pistol team to report for a special meeting at the range at 1500. Since there is no time to contact the pistol team coach, MIDN Lawrence reports, without delay, to the OOW at the Main Office.

Select from the following statements the action required of MIDN Lawrence since he deviated from the pistol team coach's orders.

a. No special action required. MIDN Lawrence should report to the pistol range as soon as possible after seeing the OOW.

b. MIDN Lawrence, reporting to the pistol range late, should ask the coach to telephone the OOW and verify his reason for arriving late.

c. MIDN Lawrence should report to the pistol range as soon as possible, quietly join the meeting and apologize for being late.

d. MIDN Lawrence should report to the OOW, explain that he has been ordered to the pistol range at 1500, and request permission to telephone the team coach.

Question 5.

Marine Captain Willow, stationed at Quantico, Virginia, is the Commanding Officer of a rifle company. Captain Willow was a track star in college and later as a 2-LT at Quantico.

The Base Special Services Officer has explained to the Base Commander that the base needs an experienced track man to direct the Marine Corps Relays held each spring, and requests that CAPT Willow be approached on accepting this additional responsibility.

From the following alternatives, select the one which best describes the action CAPT Willow should take when officially offered the additional responsibility of being the Track Coach.

a. CAPT Willow should accept the additional responsibility with the understanding that, if and when the duty becomes too time-consuming, another party will be found to replace him.

b. CAPT Willow should discuss the matter with his immediate superior and, if the superior does not object, accept the additional responsibility.

c. CAPT Willow should not accept responsibility for the spring relays unless he is assured the full cooperation of all organizations whose personnel will be participating.

d. CAPT Willow should ask to be relieved of his duties as rifle company commander, so that he may accept the responsibilities of Director of the Relays.

Question 6.

LTJG Ranzan was Officer-in-Charge of the Heavy Equipment Repair Section, Naval Support Activity Command, based in Da Nang. Most of the construction projects were completed and his men had been idle for two months; the CPO's were discouraged by the busy work forced on them by this situation. Marine Headquarters then decided to construct an Air Facility at Marble Mountain. This arduous job resulted in many bulldozer and truck malfunctions, and LTJG Ranzan's section was suddenly at work again.

Select the proper response LTJG Ranzan should make with this opportunity to motivate his CPO's.

a. LTJG Ranzan should supervise the repair operations until he is assured that the CPO's are capable of performing the task.

b. LTJG Ranzan should delegate responsibility to the CPO's so that they will be motivated to develop a keener sense of authority.

c. LTJG Ranzan should delegate more authority to his CPO's so that they will become more motivated, and thus develop a greater sense of responsibility.

d. LTJG Ranzan should motivate his CPO's by retaining his authority and utilizing it with aggressiveness.

Question 7.

The USS Marblehead was on a good-will tour in a foreign port. To insure that good will prevailed, CAPT Simpson allowed the men liberty ashore in small groups, each supervised by a junior officer. ENS James took his group ashore. After a period of time, he noticed that one of his men was drinking too much and creating some problems. Realizing that he was in a position to rectify the situation, ENS James returned him to the ship.

From the following choices, select the statement that correctly describes the action taken by ENS James.

a. ENS James acted on his primary responsibility: to further the assigned mission, i.e., a good-will tour in a foreign port.

b. ENS James' action was taken to punish the man for poor conduct.

c. ENS James' action was taken to set a hard example for the other men through his exercise of authority.

d. ENS James' action was necessary to return the man safely to the ship, even though liberty was still in effect.

## PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Six SEGMENT IV

REMEDIATION TEXT Syndactic Text - Volume VI-B

| ITEM | ANSWER | REMEDIATION REFERENCE |
|---|---|---|
| 1 | b | Summary 1: Pages 1-2 |
| 2 | d | Summary 1: Pages 1-4 |
| 3 | c | Summary 1: Pages 1-2<br>Summary 2: Page 27 |
| 4 | d | Summary 2: Pages 27-29 |
| 5 | b | Summary 2: Pages 27-29 |
| 6 | c | Summary 1: Pages 1-4<br>Summary 2: Page 27 |
| 7 | a | Summary 2: Pages 27-29 |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |

PROGRAM FRAME ANSWERS

PART SIX

Segments III & IV

## PROGRAM FRAME ANSWERS

PART Six SEGMENT III TYPE Syndactic Text PAGE 1 OF 2 PAGES

| FRAME OR QUESTION NUMBER | CORRECT ANSWER |
|---|---|
| PROGRAMED SEQUENCE 1 | |
| 1 | a |
| 2 | b |
| 3 | a |
| 4 | c |
| 5 | a |
| 6 | d |
| 7 | b |
| 8 | c |
| 9 | b |
| 10 | c |
| 11 | c |
| 12 | b |
| 13 | b |
| 14 | c |
| 15 | c |
| 16 | a |
| 17 | a |
| 18 | b |
| 19 | b |
| 20 | b |
| 21 | c |

| FRAME OR QUESTION NUMBER | CORRECT ANSWER |
|---|---|
| 22 | d |
| PROGRAMED SEQUENCE 2 | |
| 1 | c |
| 2 | c |
| 3 | d |
| 4 | a |
| 5 | a |
| 6 | No Response |
| 7 | d |
| 8 | b |
| 9 | b |
| 10 | c |
| 11 | a |
| 12 | c |
| 13 | b |
| 14 | a |
| 15 | b |
| 16 | b |
| PROGRAMED SEQUENCE 3 | |
| 1 | d |
| 2 | a |
| 3 | c |

| FRAME OR QUESTION NUMBER | CORRECT ANSWER |
|---|---|
| 4 | b |
| 5 | a |
| 6 | b |
| 7 | b |
| 8 | c |
| 9 | a |
| PROGRAMED SEQUENCE 4 | |
| 1 | b |
| 2 | c |
| 3 | d |
| 4 | a |
| 5 | d |
| 6 | a |
| 7 | c |
| 8 | a |
| 9 | d |
| 10 | b |
| 11 | a |
| 12 | a |
| 13 | b |
| 14 | b |
| 15 | a |

| FRAME OR QUESTION NUMBER | CORRECT ANSWER |
|---|---|
| 16 | a |
| 17 | a |
| 18 | c |
| 19 | a |
| 20 | a |
| 21 | a |
| 22 | b |
| PROGRAMED SEQUENCE 5 | |
| 1 | c |
| 2 | c |
| 3 | a |
| 4 | c |
| 5 | b |
| 6 | b |
| 7 | c |
| 8 | b |
| 9 | d |
| 10 | c |
| 11 | c |
| 12 | d |
| 13 | c |
| 14 | a |

PROGRAM FRAME ANSWERS

PART Six SEGMENT III TYPE Syndactic Text PAGE 2 OF 2 PAGES

| FRAME OR QUESTION NUMBER | CORRECT ANSWER |
|---|---|
| 15 | a |
| 16 | d |
| 17 | d |
| 18 | c |
| 19 | b |
| 20 | b |
| 21 | b |
| 22 | b |
| 23 | b |
| 24 | a |
| 25 | c |
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## PROGRAM FRAME ANSWERS

PART Six SEGMENT IV TYPE Syndactic Text PAGE 1 OF 1 PAGES

| FRAME OR QUESTION NUMBER | CORRECT ANSWER |
|---|---|
| PROGRAMED SEQUENCE 1 | |
| 1 | b |
| 2 | b |
| 3 | c |
| 4 | a |
| 5 | d |
| 6 | c |
| 7 | a |
| 8 | c |
| 9 | b |
| 10 | b |
| 11 | c |
| 12 | c |
| 13 | a |
| 14 | b |
| 15 | a |
| 16 | d |
| 17 | b |
| 18 | b |
| 19 | a |
| 20 | a |
| 21 | b |

| FRAME OR QUESTION NUMBER | CORRECT ANSWER |
|---|---|
| 22 | b |
| 23 | a |
| 24 | c |
| PROGRAMED SEQUENCE 2 | |
| 1 | b |
| 2 | a |
| 3 | a |
| 4 | b |
| 5 | c |
| 6 | b |
| 7 | d |
| 8 | c |
| 9 | c |
| 10 | a |
| 11 | a |
| 12 | c |
| 13 | c |
| 14 | a |
| 15 | c |
| 16 | b |
| 17 | b |
| 18 | b |
| 19 | c |